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ABSTRACT

GED "Scoreboost" materials target exactly the skills one needs to pass the General Educational Development (GED) tests. This book focuses on the thinking skills needed to pass GED tests in Reading, Social Studies, and Science. The test taker will need to succeed with GED questions that involve comprehension, application, analysis, synthesis, and evaluation. Illustrations show how to apply each of the 12 strategies in this book. The test taker can apply them to three GED practice activities and the GED Practice Test at the end of the book. The strategies are (1) understand main ideas and supporting details; (2) restate and summarize ideas; (3) identify implications and make inferences; (4) apply ideas to new situations; (5) follow the sequence of events; (6) identify causes and effects; (7) differentiate facts from opinions; (8) draw conclusions; (9) compare and contrast; (10) synthesize information; (11) evaluate the adequacy or appropriateness of information; and (12) determine the role of values and beliefs. (SLD)

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GED Scoreboost™

THINKING SKILLS

Critical Thinking for Reading, Social Studies, and Science

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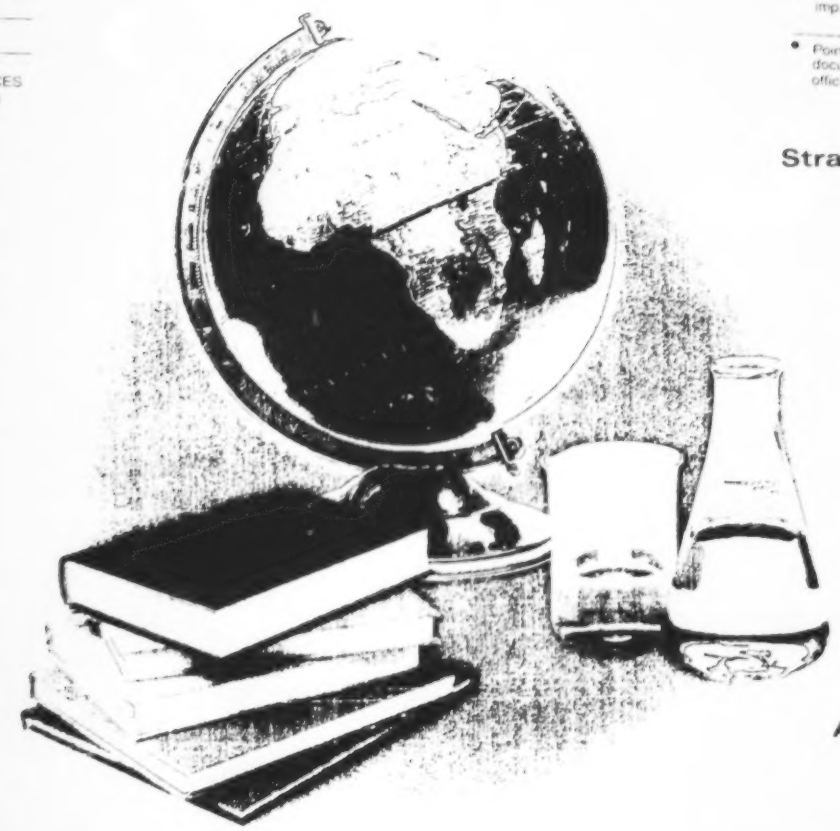

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GED Scoreboost™ Thinking Skills Team
Project Developer: Caren Van Slyke
Writer: Marion Castellucci
Editor: Elizabeth Kaplan
Associate Editor: Mark Ondrla
Copy Editor: Louise Howe
Production Manager: Jean Farley Brown
Cover Design: Karen Blanchard

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The GED Scoreboost™ Advantage

GED Scoreboost materials target exactly the skills that you need to pass the GED. To develop these workbooks, we have built on decades of experience in teaching GED classes and preparing materials for hundreds of thousands of students who have passed the GED. We have studied the GED Tests thoroughly and have designed materials that will help you succeed on the tests.

To prepare for the GED Reading, Social Studies, and Science Tests, you will need to learn about different types of reading materials, as well as basic social studies and science concepts. In order to pass the test, you will need to develop strategies to succeed with these types of GED questions.

- **Comprehension**—When you show that you comprehend something, you demonstrate that you understand what is being said. Beyond understanding, you show that you can recognize a summary or restatement of the information and identify its implications.
- **Application**—Application requires that you take a general definition or principle and apply it to a different example or situation.
- **Analysis**—When you analyze something, you take it apart and look more closely at it. You may differentiate causes from effects or facts from opinions. You may also look at a sequence of events or draw conclusions.
- **Synthesis**—You synthesize information when you put ideas together to come up with an insight or a new idea. You may do this when you compare or contrast information or when you take information from more than one source and put it together.
- **Evaluation**—Evaluation involves making judgments. You can evaluate the role that values and beliefs play in decisions. Sometimes you judge whether there is enough information or the right kind of information to support a conclusion.

As you read the descriptions above, you probably realized that you already do many of these things in your daily life. The purpose of this book is to show you how to use your understanding of these skills to answer the types of questions you will see on the GED.

The best thing about this book is that for each of the strategies, we show you how you can apply it to not one, not two, but three of the tests. That makes your effort in preparing for the tests much more efficient.

This is the ***GED Scoreboost* Advantage:** Practice the twelve strategies in this book, apply them to the three GED Practice activities, and then take the Practice GED Test at the end of this book.

You can also use another *Scoreboost* book to prepare for several of the tests at once: ***GED Critical Thinking Scoreboost: Graphic Skills for Social Studies and Science***

To get more information about these and other *GED Scoreboost* titles, see the back of this book.

Good luck!
The GED Scoreboost Team

STRATEGY 1 Understand Main Ideas and Supporting Details

Among the skills you will need to pass the GED are understanding the **main idea** of what you read and identifying the **supporting details.** As you read, keep in mind that the main idea is the main point that the writer is making; the supporting details explain or elaborate on that idea.

SAMPLE GED PASSAGE READING TEST • Business and Community Documents

When you are dealing with unhappy customers, you have two goals. Your first goal is to help the customers solve their problems. Your other goal is to keep each individual as a customer of Reliable Contractors. When you speak with a customer who is upset, apologize for the situation and explain that you want to help. Try to get specific information about the incident and repeat the complaint back to the customer to make sure that you understood.

Remain courteous and calm, no matter how agitated the other person has become. When the customer has told his or her story, summarize what actions you will take and what the customer needs to do. End the conversation on a positive note and repeat that you value the customer's patronage.

GED Question 1

What would be a good title for the selection?

(1) Being an Informed Consumer
(2) Problem-Solving Strategies
(3) Sales Procedures at Reliable Contractors
(4) Working with Upset Customers
(5) Pleasant Conversations

This question is asking for a title; a title tells what a reading is mainly about.

THINK: *What is the passage mainly about? What ideas do the examples and details support?*

The reading is mainly about _____ and gives lots of advice about it.

The reading is mainly about *working with upset customers* and gives lots of advice about it.

ANSWER: Choice (4)

GED Question 2

What advice is given in the passage?

(1) Hang up before the caller becomes hostile.
(2) Don't do anything until you get an apology.
(3) Explain options and summarize a course of action.
(4) Have a single goal for each phone call.
(5) Avoid dealing with problem customers.

Note that the passage gives lots of advice about working with customers who are upset.

Choice (1) is contrary to the advice of the passage.
Choice (2) is the opposite of what the passage says: you should apologize, not the customer.
Choice (3) is stated in the passage.
Choice (4) is contradicted by the passage.
Choice (5) is the opposite of the idea of the passage.

ANSWER: Choice (3)

TESTWISE
① ② ③ ④ ⑤

Read passages carefully, asking yourself,
What is this passage mainly about?
What ideas, examples, or details are given to support this idea?

Apply the Strategy

Social Studies Test • U.S. History

Questions 1 and 2 are based on the accomplishments of a famous American.

Frederick Douglass, the most famous African-American antislavery leader of the 19th century, was born a slave. Separated from his mother at an early age, he was sent to Baltimore to live with the Auld family, who were relatives of his master.

Until her husband forbade her, Sophia Auld taught Frederick to read. Since Frederick already had developed basic reading skills, he then secretly used the Auld's son's books to teach himself more. Through his studies, young Douglass became committed to ending the injustice of slavery.

Later, as an escaped slave and fugitive, he campaigned for the end of slavery through his speeches and the newspaper that he founded—*The North Star*. Once illiterate and enslaved, Frederick Douglass made the freedom and enlightenment of others his life's work.

1. What is the main idea of the passage?

   Think: *What is the passage mainly about? What idea do the details support?*

   (1) Frederick Douglass had a difficult childhood.
   (2) Sophia Auld taught Frederick to read.
   (3) Once illiterate, Douglass later founded a famous newspaper.
   (4) Frederick Douglass used the knowledge and skills he had acquired to free others.
   (5) Once Douglass escaped, he became a fugitive from justice.

2. Which of the following was a critical turning point in Frederick Douglass's life?

   Think: *Which detail reflects an event that changed the course of his life?*

   (1) He lived with the Aulds.
   (2) He learned to read.
   (3) Sophia Auld stopped teaching him.
   (4) He became illiterate.
   (5) He died a slave.

Science Test • Earth and Space Science

Questions 3 and 4 refer to an important scientific invention.

British scientists have developed an amazing supercomputer. This computer, which has the storage capacity equivalent to 11,000 CD ROMs, is dedicated to unlocking the secrets of the origin of the universe. This amazing invention may seem unreal because its name—the Cosmology Machine—sounds like something out of a science fiction movie or novel.

But this machine does not deal in fantasy—it works with facts, and lots of them. It can make 10 billion calculations per second. The Cosmology Machine can take billions of observations about stars, galaxies, gases, and other forms of matter. Using its extraordinary processing capabilities it can make calculations about how the stars and galaxies were formed and how they evolved over time.

3. Which of the following would be a good title for this passage?

   (1) Truth Is Stranger than Fiction
   (2) Supercomputer May Unlock the Past
   (3) The Origins of the Universe
   (4) Ten Billion Calculations per Minute
   (5) How Stars and Galaxies Were Formed

4. Based on the information above, how does the supercomputer work?

   (1) It loads information on 11,000 CD ROMs.
   (2) It develops artificial intelligence as information is input.
   (3) It makes billions of calculations based on information about stars, galaxies, and other matter.
   (4) It is based on a Cosmology Machine, which was featured in a series of science fiction movies.
   (5) It is supported by a grant from the British government.

Answers start on page 42.

STRATEGY 2 Restate and Summarize Ideas

To answer many GED questions, you must recognize ideas and facts that are **restated,** or said in a way that differs from the way they are written in the passage. When all the main points are briefly restated, the result is a **summary.** A summary includes the main idea and key details.

SAMPLE GED PASSAGE SOCIAL STUDIES TEST • U.S. History

After the United States declared war on Germany in April 1917, thousands of men voluntarily enlisted in the armed forces. Still, most World War I servicemen were drafted under the terms of the first Selective Service Act, passed in June 1917. Under the terms of the act, all men between the ages of 21 and 30 were required to register and undergo a physical and mental examination. Those who were fit took part in a lottery to select draftees. As the need for soldiers grew, a second Selective Service Act was passed in 1918. This law extended the registration to all men aged 18 to 45. By the end of World War I, about 4,700,000 men were in the military. Of these, more than 2,800,000 had been drafted.

GED Question 1

To whom did the 1917 Selective Service Act apply?

(1) enlisted men aged 18 to 45
(2) men and women aged 18 to 45
(3) enlisted men over 30
(4) men aged 21 to 30
(5) men and women aged 21 to 30

This question is asking for information about the 1917 Selective Service Act.

THINK: *Who were the people who had to obey the 1917 Selective Service Act?*

The 1917 Selective Service Act applied to _____.

The third sentence says that *all men between the ages of 21 and 30 had to register.* Therefore the act applied to *men aged 21 to 30.*

ANSWER: Choice (4)

GED Question 2

Which statement best summarizes the passage?

(1) Over half of World War I soldiers were drafted under the 1917 and 1918 Selective Service Acts.
(2) Servicemen were drafted in World War I.
(3) A lottery ensured that draftees would be picked at random from the pool of fit men.
(4) About 4,700,000 men served in the armed forces during World War I.
(5) Men who registered for the draft had to show they were physically and mentally fit.

Note that a summary includes the main idea and some important details.

Choice (1) is a summary of the main points.
Choice (2) relates to the passage, but it is not broad enough to summarize the main points.
Choice (3) is not discussed in the passage.
Choice (4) is a detail, not a summary.
Choice (5) is also a detail, not a summary.

ANSWER: Choice (1)

TESTWISE
① ② ③ ④ ⑤

Read passages carefully, asking yourself, *Which statement is broad enough to summarize the main ideas and details in the passage? Which statements are either too broad or too specific to summarize the passage?*

Apply the Strategy

READING TEST • Informational Article

Questions 1 and 2 refer to this description of online courses.

Students today do not have to be on a college campus to take classes. They can "go to school" by taking online courses, using computers linked to the Internet. In an online course, instructors use a course Web site to post assignments and instructional materials, such as text, images, video clips, and audio clips. Students log on to the Web site, where they can view "lectures" and get their assignments.

In addition, instructors and students conduct class discussions. Participants post questions or comments on an online bulletin board. Other students or the instructor can respond at their own convenience.

When people need to communicate, they can meet in an online chat room or telephone one another. When a student needs to submit an assignment, he or she can send it to the instructor. Online courses offer convenience and flexibility to busy students because students can do course work from any connected computer at any time of the day or night.

1. To take an online course, what equipment must a student have access to?

   THINK: *How is an online course conducted and what technology does a student need to use?*

   (1) a videocassette recorder
   (2) a computer connected to the Internet
   (3) instructional materials and assignments
   (4) a digital camera and scanner
   (5) an electric typewriter and a television

2. Which sentence best summarizes the passage?

   THINK: *What is the main idea of the passage? What are the important points?*

   (1) Online courses allow students to do course work at any time and from almost any location.
   (2) Online courses are held on a course Web site.
   (3) Online courses are ideal for all students who have access to the proper technology.
   (4) People who take online courses also use the telephone to communicate.
   (5) Assignments can be e-mailed.

SCIENCE TEST • Life Science

Question 3 refers to a fishing method that threatens to destroy coral reefs.

Where do the colorful saltwater tropical fish in pet stores come from? Over 85 percent have been caught in the coral reefs of Indonesia and the Philippines in Southeast Asia. Many fish collectors squirt cyanide—a fast-acting, deadly poison—into the coral where fish hide. The cyanide stuns the fish, making them easy to catch. Those that survive are sold.

The practice of cyanide fishing kills many fish, and it also contributes to the destruction of the coral reefs. Since most tropical fish species cannot be raised in captivity, the aquarium trade depends on healthy coral reefs to support a large population of fish. To discourage cyanide fishing, the Marine Aquarium Council, an international group, is developing a method of ensuring that the fish sold in pet stores are collected in an environmentally sound manner. Soon "certified" fish will be available for sale in pet stores.

3. Which of the following best summarizes this passage?

   (1) Colorful tropical fish live in coral reefs, where they hide when hunted by fish collectors squirting cyanide into the water.
   (2) The Marine Aquarium Council is an international organization seeking to protect the future of tropical fish aquariums.
   (3) Many tropical fish are caught by cyanide fishing, which destroys coral reefs; to discourage this practice, pet-store fish caught without poison will be labeled for consumers.
   (4) Most tropical fish species cannot be raised in captivity; tropical fish owners depend on a supply of fish primarily from the coral reefs of Southeast Asia.
   (5) When cyanide is squirted into the coral reefs where fish hide, the fish are stunned, making them easy for fish collectors to catch.

Answers start on page 42.

STRATEGY 3 Identify Implications and Make Inferences

GED passages may **imply,** or suggest, ideas that they do not actually state. Similarly, you can **infer,** or figure out, things that are probably true given evidence from a passage.

SAMPLE GED PASSAGE SOCIAL STUDIES TEST • Economics

Modern economies are very dependent on oil. Oil is a main source of energy and is also a raw material used to make plastics, fertilizers, and many other products. When the price of oil goes up, the prices of almost everything else go up as well.

In 1973, the Organization of Petroleum Exporting Countries (OPEC), which controlled much of the world's oil production, raised the price of oil. By the early 1980s, OPEC had raised oil prices by about 1,400 percent. To take advantage of the high profits to be made, both OPEC and non-OPEC nations increased production of oil. However, consumers began to reduce oil use because it was so expensive. The supply of oil was increasing as demand for it fell. As a result, by the 1990s the price of oil had fallen considerably from its high in the early 1980s.

GED Question 1

Which of the following is implied by the passage?

(1) Oil is used for energy and as the raw material in many products.
(2) When the price of oil goes up, the prices of many other things go up as well.
(3) OPEC has little influence on the price of oil.
(4) The world will run out of oil within the next two hundred years.
(5) Nations that control oil resources have a huge impact on the global economy.

This question is asking what the author is implying, or suggesting, but not actually stating.

THINK: *What is likely to be true, given the facts in the passage?*

The passage discusses oil's importance and OPEC's raising oil prices. It implies that _____.

The passage implies that *nations or groups of nations that control oil resources have a huge impact on the global economy.*

ANSWER: Choice (5)

GED Question 2

Which of the following can be inferred from the passage?

(1) Oil is the most valuable resource on Earth.
(2) When the price of oil falls, the prices of many products also fall.
(3) Coal is an energy source for many nations.
(4) If the supply of an item increases, its price rises.
(5) OPEC disbanded when oil prices fell.

The correct answer must follow logically from the facts about oil and OPEC given in the passage.

Choices (1), (3), and (5) are not implied, because the topics aren't addressed in the passage.
Choice (2) follows logically based on the information about the effect of rising oil prices.
Choice (4) is the opposite of the facts in the passage.

ANSWER: Choice (2)

TESTWISE ① ② ③ ④ ⑤

Read passages carefully, asking yourself,
What ideas and facts are implied but not stated?
What ideas or facts follow logically from the information in the passage?

Apply the Strategy

SCIENCE TEST • Physics

Questions 1 and 2 refer to new technologies for tractor-trailer trucks.

In many high-tech 18-wheel trucks, the latest technology helps connect the trucker to the world outside the cab. Besides cell phones, beepers, and CB radios, trucks now have more sophisticated communications technology. For example, a Global Positioning System (GPS) unit relays the truck's position via satellite to trucking company dispatchers. It can even help locate a stolen truck. Many trucks are also equipped to receive and send e-mail, keeping the trucker in touch with the company, family, and friends.

Another type of technology helps improve safety. For example, a collision-avoidance system uses radar to detect when the truck gets too close to a vehicle or another object. If it does, an alarm sounds. This system can also be used to record if a trucker tailgates. Taking accident avoidance even further, a sophisticated cruise-control system automatically keeps the truck from getting too close to another vehicle.

1. Which of the following is implied by this passage?

   THINK: *Which statement makes sense, based on the information given by the author?*

   (1) Most truckers think the new technologies have improved their lives.
   (2) Technology has increased the chances of trucking accidents.
   (3) Companies can closely monitor the locations and driving habits of their drivers.
   (4) With high-tech trucks, drivers need fewer skills than in the past.
   (5) The new technologies have made trucks less expensive.

2. Which of the following can you infer from the description of new truck technology?

   THINK: *What follows logically from this information?*

   (1) New truck technology gives trucking companies more control over their business.
   (2) New truck technology performs unreliably.
   (3) Communications and safety features make trucks fuel efficient.
   (4) Drivers prefer using old technologies.
   (5) Truckers no longer need map-reading skills.

READING TEST • Informational Material

Questions 3 and 4 are based on this textbook passage about population growth.

To find the natural population growth rate of a nation, subtract its death rate (annual number of deaths per thousand) from its birth rate (annual number of births per thousand). The highest natural population growth rates are found in the developing nations of Africa and Asia, and the lowest natural growth rates, in the industrialized nations of Europe. For most countries, the natural growth rate is positive—the population is increasing because there are more births than deaths.

The overall growth rate of a nation is influenced by people leaving and entering a country. For example, the United States has an overall population growth rate of about 2 percent, which is high for an industrialized nation. That's because the United States has a higher immigration rate than most other nations. In fact, a few highly industrialized nations, like Italy, now have a negative overall growth rate.

3. Which of the following is implied by Italy's negative population growth rate?

   (1) Italy has fewer people per square mile than does the United States.
   (2) Italy has more people per square mile than does the United States.
   (3) Each year, the population of Italy increases.
   (4) More people die than are born in Italy and/or more people leave than enter Italy.
   (5) More people are born than die in Italy and/or more people enter than leave Italy.

4. Which statement can be inferred from the passage?

   (1) The natural growth rate of the United States is similar to that of most European nations.
   (2) The world population growth rate will be slowed by a falling death rate.
   (3) The world's population is declining.
   (4) The world's population will double in less than 50 years.
   (5) Public health improvements have decreased the death rate.

Answers start on page 42.

STRATEGY 4 Apply Ideas to New Situations

On the GED tests you are sometimes given information and asked to use it in another situation. Sometimes the information you are given is general, and you must **apply** it to another situation. Sometimes you are given a specific example, and asked for another, similar example.

SAMPLE GED PASSAGE SCIENCE TEST • Physics

Sports fans may think that when a quarterback throws a spiral pass, the football flies like a missile. A missile responds to the twisting forces of its passage through the air by swerving to the right or left at the end of its flight. However, a well-thrown football does not drift to the left or right on its way to the receiver. The forces acting on the odd shape of the football combine to stabilize its flight.

When a quarterback throws the ball, he applies a twisting force to it, making it spin. The ability of a force to produce a turning effect, or rotation, is called torque. In addition, the forces created by air moving over the surface of the ball push its nose around in a small circular pattern. This is the characteristic wobble of the football that you can see in slow-motion replays. Taken together, the forces keep the ball on track.

GED Question 1

In which situation would understanding how forces act on a football be the most useful?

(1) tackling an offensive lineman
(2) designing a foam football for indoor play
(3) marking the yard lines on a football field
(4) umpiring a football game
(5) inflating a football to the correct air pressure

This question asks when understanding the physics of football passes would be helpful.

THINK: *What does the passage explain? When would someone be likely to use this knowledge?*

The passage explains *how forces act on a thrown football,* knowledge useful to a designer of footballs.

ANSWER: Choice (2)

GED Question 2

Which of the following is an example of torque?

(1) pushing a revolving door
(2) pulling a sled
(3) pushing a stroller
(4) picking up a box
(5) blocking a pass

Torque is the ability of a force to produce rotation, or a turning effect.

THINK: *Which of these actions involves a turning effect?*

Choice (1) involves a force producing rotation, so it is an example of torque.
Choices (2), (3), (4), and (5) do not involve a turning effect.

ANSWER: Choice (1)

TESTWISE
① ② ③ ④ ⑤

Read passages and questions carefully, asking yourself,
What is the principle being explained? How does it apply to specific situations?
What idea, example, or detail is similar to the one explained in the passage?

Apply the Strategy

Social Studies Test • Civics and Government

Questions 1 and 2 below concern major participants in U.S. political life.

In the United States, interest groups actively seek to influence public policy. An interest group is an organization of people with common interests and goals. Interest groups can be classified according to the type of interest they promote. Economic interest groups, such as the National Association of Manufacturers, seek to promote the financial interests of their members. Public interest groups, such as the Sierra Club and the League of Women Voters, seek to achieve a larger social good that isn't necessarily of specific benefit to their members. Finally, state and local governments can also function as interest groups when they lobby the U.S. government to ensure they get a share of federal money for local programs and projects.

1. Which of the following is an economic interest group?

   Think: *What is an economic interest group and which of these groups puts its economic interests first?*

   (1) The Nature Conservancy
   (2) Save the Children
   (3) Human Rights Campaign
   (4) National Urban League
   (5) The Tobacco Institute

2. Which of the following is an example of a public interest group?

   Think: *Which of these promotes the interests of the public and not just the specific interests of its members?*

   (1) National Association of Broadcasters
   (2) Electronics Industry Association
   (3) AFL-CIO
   (4) Physicians for Social Responsibility
   (5) National Dairy Council

Reading Test • Business and Community Documents

Question 3 refers to the following memo to employees of a large company.

Dear Employee:

Between now and December 31, you have the opportunity to change your health care coverage. You may choose from Coverall Health Insurance, Modern Health Maintenance Organization, and Swann Managed Care. Descriptions of the coverage and premiums of each plan are enclosed.

Note that if you or a covered member of your family are now undergoing treatment for a serious medical condition or are in the third trimester of pregnancy, you *may* be able to transfer health coverage to Coverall Health Insurance or Swann Managed Care. Contact Debbie Bloch to see if you qualify. However, Modern Health Maintenance Organization will not cover preexisting medical conditions and pregnancy in the third trimester. Please keep this in mind as you choose your health care coverage.

Sincerely,
Benefits Department

3. To which of the following employees do the restrictions described in the second paragraph apply?

   (1) Peter Therrien, a single young man in excellent health
   (2) Sandra LoPresto, a healthy young woman who hopes to become pregnant soon
   (3) Kiana Baldwin, a healthy divorced mother of two children, both of whom are also healthy
   (4) Jimmy Medeiros, a healthy man whose wife is undergoing chemotherapy for cancer
   (5) Mercedes Lopez, a healthy woman with a husband and a three-month-old baby, both of whom are also healthy

Answers start on page 42.

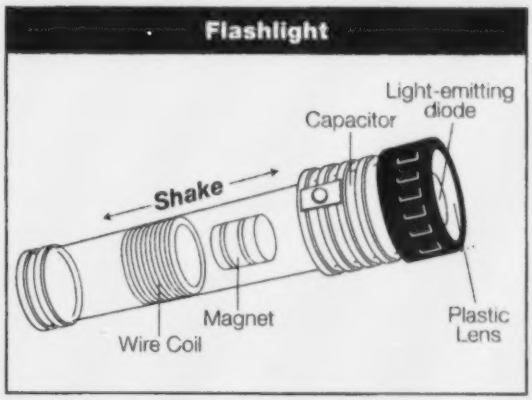
GED Practice 1: Comprehension and Application

SCIENCE TEST • Physics

Questions 1 through 3 refer to the following information about human-powered electronics.

Turn the crank, and the radio plays. Wear the watch, and your motion keeps it ticking. Shake the flashlight, and the light shines. A new generation of human-powered electronic gadgets is on the market.

In the past, most human-powered electronics worked only as long as you cranked or shook. Today's items use springs, batteries, and capacitors to store energy from your motion as electrical energy. So, for example, shaking a human-powered flashlight for 30 seconds produces 5 minutes of light.



The human-powered flashlight works by converting the mechanical energy of your movements into electrical energy. You move the flashlight in such a way as to cause a magnet inside the flashlight to move repeatedly through a wire coil. The movement of the magnet through the coil generates electrical energy, which is stored in a capacitor. A light-emitting diode (LED) draws on the stored energy to provide a bright white light. Neither batteries nor bulbs are needed.

1. Which of the following would be the best title for the passage and diagram?

   (1) How a Flashlight Works
   (2) Energy Conversions in Electronic Devices
   (3) Storing Electricity in Electronic Devices
   (4) Electronic Gadgets
   (5) Human-Powered Electronics

2. Based on the diagram and the passage, how do you move this human-powered flashlight to make the light go on?

   (1) raise it, tilting it up so that the light would shine up
   (2) lower it, tilting it down so that the light would shine down
   (3) shake it, moving it up and down or back and forth in the direction of its length
   (4) shake it like a rattle, moving it side to side quickly, perpendicular to its length
   (5) turn it, rotating it around its long axis

3. In which of the following situations would a hand-cranked radio or human-powered flashlight be most useful?

   (1) when dining at a restaurant
   (2) during a normal work day
   (3) when going shopping
   (4) when driving a car
   (5) during a power failure

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READING TEST • Business and Community Documents

Questions 4 through 6 refer to this excerpt from a state's department of education report profiling local school districts.

For each school district, we indicate the financial resources that support education in that community. The indicators include:

Median Family Income This figure indicates the family income level at which half the community had higher incomes and half had lower incomes, as measured by the 2000 U.S. Census.

Per Capita Income This measure represents the average income per person in the community, counting people of all ages. It is based on a year 2000 estimate from the U.S. Bureau of the Census.

Property Value per Pupil This is a measure of community wealth. The total assessed valuation of property in the community is divided by the number of residents. Figures are based on 1999 data.

Local Education Revenues (as a Percent of per Capita Income) This indicator reflects local educational support for schools in relation to community wealth. Higher figures indicate greater support for schools in relation to community wealth. Figures are based on 1999 data.

Revenues for Education from Local, State, and Federal Programs This indicator presents total revenues for education for each district from all government sources for school year 1999-2000.

4. Which of the following statements is the best summary of this portion of the report?

   (1) The wealth of a school district is best shown by the total revenues from all government sources.
   (2) The indicator "local education revenues as percent of per capita income" shows local support for schools in relation to community wealth.
   (3) Each school district is supported by tax revenues from local, state, and federal programs.
   (4) Financial indicators regarding income, property values, and education revenues are provided for each school district in the state.
   (5) Income and property value figures for each community in the state are provided.

5. If you wished to find out the total dollar amount that was available to spend on education in a particular community, which indicator would you check?

   (1) median family income
   (2) per capita income
   (3) property value per pupil
   (4) local education revenues as percent of per capita income
   (5) revenues for education from local, state, and federal programs

6. Which of the following is implied by the information in the report?

   (1) Rich school districts do a better job of teaching students than poor districts.
   (2) The financial resources of the state's school districts vary.
   (3) Property values per pupil have risen throughout the state.
   (4) The U.S. Census Bureau provided all the data in the report.
   (5) All state school districts get the same revenues for their schools.

Questions 7 through 9 refer to the following information about the computer market.

The computer market can be divided into several segments. Among them are information services, personal computers, and servers. Of these, the largest is information services, which involves helping businesses set up, organize, run, and maintain computer networks and data networks. The personal computer and server segments involve the manufacture and assembly of computer hardware. The chart shows the corporations that dominated each of these segments in 2001.

Top Three Corporations in Major Computer Market Segments

Information		Personal Computers		Servers	
Rank	Market Share	Rank	Market Share	Rank	Market Share
1. IBM	5.0%	1. Dell	14.1%	1. IBM	26.5%
2. EDS	2.9%	2. Compaq	11.3%	2. Sun Microsystems	16.7%
3. Fujitsu	2.0%	3. IBM	8.1%	3. Compaq	13.4%

Source: Gartner Dataquest in *The New York Times*, September 5, 2001.

7. What is the main idea of the paragraph?

   (1) Information services involves setting up and maintaining computer and data network systems.
   (2) Personal computers and servers are computer hardware products.
   (3) The largest segment of the computer market is information services.
   (4) The main segments of the computer market are information services, personal computers, and servers.
   (5) The computer market can be divided into several segments, and IBM is a dominant player in each.

8. IBM is among the top three corporations in all three segments. What can you infer from this?

   (1) IBM offers a variety of services and products to the computer market.
   (2) IBM employs more people than the other computer corporations.
   (3) IBM has the highest revenues of any of the corporations.
   (4) IBM has been in the computer business much longer than the other corporations.
   (5) IBM is the least profitable of all the computer corporations.

9. If you were going to buy a personal computer from one of the companies listed in the chart, which company's products would you be most likely to consider?

   (1) EDS
   (2) Fujitsu
   (3) Dell
   (4) Sun Microsystems
   (5) Gartner Dataquest

Question 10 refers to this passage about researching family histories.

Using genealogical data found on the Internet, many Americans spend their vacations searching for their ancestors. In towns and cities throughout the country, but especially in the colonial states, they check courthouses, cemeteries, churches, libraries, and historical societies for family records. Often they find birth, marriage, and death certificates and deeds to property. Descendants of European and other immigrants check ship passenger lists and other immigration records, and African Americans look for their enslaved ancestors' bills of sale. As a result of their research, many Americans can trace their families back hundreds of years.

10. What is the best summary of this passage?

(1) The colonial states have historical records of great interest for people tracing their family histories.
(2) The Internet provides many resources for people interested in genealogy.
(3) Many Americans research their family histories on the Internet and by checking historical records in places their ancestors may have lived.
(4) Cemeteries, churches, courthouses, and historical societies all keep records of interest to genealogists.
(5) Many types of historical documents provide genealogical information.

Answers start on page 42.

SCOREBOOSTER EVALUATION AND STUDY PLAN

Check your answers. Then evaluate your results and make a study plan.

Questions	Strategy	Pages	Number Correct/Total
1, 5, 7	Understand Main Ideas and Supporting Details	2–3	_____/3
2, 4, 10	Restate and Summarize Ideas	4–5	_____/3
6, 8	Identify Implications and Make Inferences	6–7	_____/2
3, 9	Apply Ideas to New Situations	8–9	_____/2
			Total _____/10

Results:

☐ Five or fewer correct • *Need to study more—make a plan.*
☐ Six to eight correct • *Need a quick review.*
☐ Nine or ten correct • *Ready to move on!*

Plan—I need to work more on:

☐ Main Idea and Details
☐ Restating and Summarizing
☐ Implications and Inferences
☐ Applying Ideas

STRATEGY 5 Follow the Sequence of Events

One of the skills you will need on the GED is following the **sequence of events,** or the order in which things happen. As you are reading, watch for words that signal sequence, such as *first, second, third, before, after, until, later, at last,* or *finally.* In history passages, watch for dates.

SAMPLE GED PASSAGE Social Studies Test • World History

In West Africa during the Middle Ages, caravans crossing the Sahara traded gold, nuts, and slaves for cloth, utensils, and salt. This desert trade was the economic base of several civilizations. The first, the Kingdom of Ghana, arose by the 5th century A.D., and by the 1000s it dominated the trade routes from Morocco in the north to the forests of coastal West Africa to the west and the south. Late in the 11th century, a militant Muslim movement destroyed Ghana. The next major civilization of West Africa was Mali, which emerged in the early 1000s. Its high point was reached under Mansa Musa during the 1300s. This wealthy Muslim king undertook a pilgrimage to Mecca, opening diplomatic and trade relations with kingdoms to the east. After 1400, Songhai emerged as the leading civilization in West Africa. Timbuktu, its largest city, became a major center of Muslim scholarship. The wealth of Songhai led to invasions from the north; in 1591 the Songhai capital, Gao, was taken over by armies from Morocco.

GED Question 1

Which was the first civilization in West Africa?

(1) the Sahara
(2) Ghana
(3) Mali
(4) Songhai
(5) Morocco

This question is asking for the earliest civilization in West Africa. Look for the earliest date.

Think: *Which civilization arose first in West Africa?*

The passage indicates that *Ghana,* which arose *in the 5th century,* was the first civilization in West Africa.

Answer: Choice (2)

GED Question 2

When did Mali dominate West Africa?

(1) in the 400s
(2) in the 1000s
(3) in the 1300s
(4) in the 1400s
(5) in 1591

Mali reached its height during Mansa Musa's reign.

Choice (1) was when Ghana emerged.
Choice (2) was the height of the Kingdom of Ghana
Choice (3) was the high point of Mali under Mansa Musa.
Choice (4) was when Songhai emerged.
Choice (5) was when Gao was overrun.

Answer: Choice (3)

TESTWISE ① ② ③ ④ ⑤

Read passages carefully, asking yourself, *In what order did these events take place? What happened first? What happened next? What happened last?*

Apply the Strategy

SCIENCE TEST • Chemistry

Questions 1 and 2 refer to a procedure for producing hydrogen in a laboratory.

Hydrogen gas can be produced by breaking down molecules of water, which consist of hydrogen and oxygen. In a chemistry lab, this is done by substituting a metal for the hydrogen in a dilute (watery) acid.

Acid is poured down a thistle tube into a reacting bottle in which the metal zinc has been placed. When the reaction starts, gas bubbles up out of the delivery tube. It is allowed to escape for a few minutes so the air in the system is expelled. Then a collecting jar is placed over the end of the delivery tube to trap the hydrogen gas produced by the reaction of the acid and the zinc.

1. What is the first step in producing hydrogen in a lab?

   THINK: *What must the chemist do first in order to set up this chemical reaction?*

   (1) break down molecules of water
   (2) pour acid down a thistle tube
   (3) place zinc in a reacting bottle
   (4) place a collecting jar over the delivery tube
   (5) allow gas to escape

2. What happens when the reaction first starts?

   THINK: *What is the first thing that happens in the chemical reaction described?*

   (1) Water is formed.
   (2) Acid is formed.
   (3) Zinc is trapped.
   (4) Hydrogen is trapped.
   (5) Gas bubbles up.

3. After allowing gas to escape, what must the chemist do?

   THINK: *What step comes after letting gas escape for a few minutes?*

   (1) add acid to the metal zinc
   (2) place zinc in a reacting bottle
   (3) expel air from the system
   (4) place a collecting jar over the delivery tube
   (5) stop the reaction

READING TEST • Informational Material

Questions 4 and 5 refer to this magazine article about the effects of minimum wage legislation on a small business.

In 1996, Congress raised the federal minimum wage 50 cents an hour, to $5.15. Lynn Martins, who owns a restaurant in Maryland, did not even wait for the law to take effect. As soon as she realized she would have to give some workers raises, she reprinted the menus, raising the cost of a hamburger to more than $3. By raising prices right away, she hoped to minimize the impact of increased payroll costs when the law took effect.

Four years later, Congress again proposed to raise the minimum wage. This time Lynn Martins took no action. Because the labor market in Maryland was so tight, she was already paying above minimum wage just to attract workers. Since she was paying workers as much as the proposed new minimum wage or more, she did not have to raise prices to cover her payroll costs.

4. What did Lynn Martins do in 1996 when she realized the minimum wage would rise?

   (1) She did nothing until the law took effect.
   (2) She hired workers at the old minimum wage.
   (3) She raised menu prices.
   (4) She gave all her workers raises.
   (5) She laid off workers to meet her payroll expenses.

5. What did Lynn Martins do when she realized that the minimum wage would rise in 2000?

   (1) She gave low-wage workers raises.
   (2) She hired workers at $5.15 an hour.
   (3) She raised menu prices.
   (4) She kept wages and prices at their current level.
   (5) She advertised for more workers in a tight labor market.

Answers start on page 43.

STRATEGY 6 Identify Causes and Effects

Many questions on the GED tests ask you to identify the **cause,** or reason, that something happened. Others ask you to identify the **effect,** or result, of an event or situation. Remember that a single cause may have many effects, and an effect may have more than one cause. Look for words that signal cause and effect, such as *because, as a result, consequently, the reason that, so,* and *(in order) to.*

SAMPLE GED PASSAGE SCIENCE TEST • Chemistry

Have you ever frozen raw vegetables like tomatoes or green beans? When you take them out of the freezer a few weeks later, they are a mess. The texture is mushy, and they taste odd. That's because the enzymes in the vegetables broke them down, even in freezing temperatures.

To freeze vegetables so they keep their flavor and texture, you must first blanch them. Blanching means exposing them to high heat for a few minutes—not long enough to cook them, but long enough to destroy enzymes. In the past, people blanched vegetables by briefly boiling them. Today, you can simply microwave them for a few minutes with two tablespoons of water before you freeze them. The result: tasty, firm vegetables that you can cook weeks or months later.

GED Question 1

What causes raw frozen vegetables to lose their texture and taste?

(1) bacteria
(2) freezing temperatures
(3) enzymes
(4) boiling
(5) blanching

This question gives a result and asks for its cause; look for words that signal cause.

THINK: *The result is deteriorating, messy vegetables. What causes this?*

Raw frozen vegetables lose taste and texture because _____.

Raw frozen vegetables lose taste and texture because *enzymes break them down.*

ANSWER: Choice (3)

GED Question 2

What effect does blanching have on vegetables?

(1) It changes their taste.
(2) It makes them mushy.
(3) It speeds the freezing process.
(4) It destroys the enzymes.
(5) It cools them quickly.

This question gives a cause (blanching) and asks for a result. Look for words that signal effect.

THINK: *Blanching means applying high heat for a short time. What is the result of this?*

Blanching heats vegetables long enough *to destroy enzymes.*

ANSWER: Choice (4)

TESTWISE ① ② ③ ④ ⑤

Read passages carefully, asking yourself, *What is the cause of this event or situation? What is the result?* Remember that causes always happen before effects.

Apply the Strategy

Social Studies Test • U.S. History

Questions 1 and 2 refer to events that occurred during George H. W. Bush's administration.

In August 1990, Iraq invaded oil-rich Kuwait and threatened neighboring Saudi Arabia. In response, President George H. W. Bush built a coalition of United Nations members to pressure Iraq to withdraw. The U.N. embargo had little effect, however, and Bush then won Congress's approval to launch a military campaign to protect U.S. interests and liberate Kuwait. In January 1991, Operation Desert Storm began. Half a million Americans and troops from 28 other nations conducted a campaign against Iraq. Soon defeated, Iraq pulled out of Kuwait.

As a result of this victory, Bush's approval rating soared to about 90 percent, the highest he'd achieved. His political future seemed assured. However, Bush encountered many domestic problems that eclipsed his foreign policy success. The controversial nomination of Clarence Thomas to the Supreme Court, a recession, high federal budget deficits, and increases in federal income and excise taxes all contributed to his defeat in the 1992 presidential election.

1. Why did Iraq withdraw from Kuwait?

   Think: *What caused Iraq's defeat?*

   (1) Iraqi forces were overcome by resistance from Kuwaiti citizens.
   (2) Iraq was defeated by the U.N. embargo.
   (3) Iraq feared the threat of invasion by the United States.
   (4) Iraq was defeated during Operation Desert Storm.
   (5) Iraq suffered a recession.

2. What was the result of the domestic problems that faced the Bush administration?

   Think: *What effect did problems at home have on Bush's administration?*

   (1) Bush lost the 1992 presidential election.
   (2) Bush had the highest approval rating of any president.
   (3) Bush raised income taxes.
   (4) Bush raised excise taxes.
   (5) There was a recession in the early 1990s.

Reading Test • Informational Material

Questions 3 and 4 refer to this passage from a textbook covering the history of Japan.

Like Western Europe during the Middle Ages, Japan had a feudal society. Local lords, called daimyo, ruled the land in exchange for military service and loyalty to the chief general, or shogun. The emperor of Japan was the head of the society but had only ceremonial and religious significance. In the late 1500s a powerful general, Hideyoshi, defeated the warring daimyo and took control of all of Japan. When he died, Tokugawa seized control and became shogun.

Tokugawa created a strong central government, ending feudal warfare and organizing a government bureaucracy. Tokugawa maintained his control over the daimyo by limiting their power. He allowed the daimyo to keep their lands, but he required that each daimyo spend every other year in Tokugawa's capital city, Edo. In addition, the wives and families of the daimyo had to live in Edo all the time. The daimyo could not repair their buildings, select husbands for their daughters, or sign contracts without Tokugawa's approval.

The Tokugawa shogunate, established in 1603, lasted over 250 years. The centralized feudalism that Tokugawa instituted ensured peace and unity. As a result, trade developed on a national scale during this period.

3. What was a major reason that the daimyo submitted to Tokugawa's power?

   (1) Tokugawa was a just and fair shogun.
   (2) The daimyo's families were practically hostages in Edo.
   (3) The daimyo could sign contracts on their own.
   (4) The daimyo wanted unity in Japan.
   (5) The daimyo were stripped of their land.

4. What was the result of the peace and unity that Japan enjoyed during the Tokugawa era?

   (1) overseas conquests
   (2) greater foreign influence
   (3) economic growth
   (4) military growth
   (5) increased power of the emperor

Answers start on page 43.

STRATEGY 7 Differentiate Facts from Opinions

The GED tests your ability to tell the difference between a fact and an opinion. A **fact** is information that can be proved true. An **opinion** is a belief; it may or may not be true. Sometimes opinions are signaled by words such as *believe, feel,* or *think.* Sometimes there are no signal words, and you have to judge whether something is an opinion by its context.

SAMPLE GED PASSAGE READING TEST • Critical Review

Final Fantasy: The Spirits Within is being heralded as the most advanced computer-animated film to arrive at theaters. A science fiction/action movie, it is directed by Hironobu Sakaguchi and stars the voice talents of Ming-Na Wen, Alec Baldwin, Steve Buscemi, Peri Gilpin, Ving Rhames, Donald Sutherland, and James Woods. But even this impressive cast cannot overcome a confusing story, less than natural animation, and poor characterization.

The plot revolves around Dr. Aki Ross (Ming-Na Wen), a scientist who holds the key to preventing alien spirits from taking over Earth. Unfortunately, what the aliens are, how the humans have dealt with them until the movie's action takes place, and what Ross has that can save Earth, are extremely hard to figure out. Ross, like all the characters, was created on a computer, and her features are remarkably—but not entirely—lifelike. The movie suffers because the humans look plastic despite the digital detail. They move like mannequins, and nothing the voice actors do can breathe life into the two-dimensional characters they are playing. So for those of you looking for exciting entertainment, my advice is to stay home. However, if you are interested in the progress of computerized animation, this movie is for you. *Rated PG-13 for violence, language.*

GED Question

Which of the following is an opinion expressed by the writer of the review rather than a fact about the movie?

(1) *Final Fantasy: The Spirits Within* is a computer-animated movie.
(2) The movie was directed by Hironobu Sakaguchi.
(3) Ming-Na Wen supplies the voice of the leading character, Dr. Aki Ross.
(4) Only people interested in computerized animation should see this movie.
(5) Based on the amount of violence and inappropriate language, *Final Fantasy* is rated PG-13.

This question is asking for an opinion; an opinion may or may not be true.

THINK: *Which of the choices are facts that can be proved true? Which of the choices is an opinion that may or may not be true?*

Choice (1) is a fact.
Choice (2) is a fact.
Choice (3) is a fact.
Choice (4) is the critic's opinion about who should see the movie.
Choice (5) is a fact.

ANSWER: Choice (4)

TESTWISE ① ② ③ ④ ⑤

Read passages carefully, asking yourself,
Which of the statements in this passage contain facts?
Which of the statements express an opinion or belief?

Apply the Strategy

SCIENCE TEST • Earth and Space Science

Questions 1 and 2 refer to the Mars Society and its founder.

The Mars Society is a group whose purpose is "to further the goal of the exploration and settlement of the Red Planet," according to its Web site. Mars, the fourth planet from the sun, has been visited by many robotic space probes since 1965. Members of the Mars Society would like to make a human mission to Mars a reality.

Dr. Robert Zubrin, an astronautical engineer and the founder of the Mars Society, believes that a human mission to Mars would inspire children throughout the United States to learn more about science. Kids would be motivated by the idea that they might someday take part in space exploration. As a result, the United States would have thousands of scientists, engineers, doctors, and researchers, even if few of them became involved in a Mars mission. Dr. Zubrin also thinks that a human mission to Mars would give Americans an opportunity to seek "the freedom to be makers of their own world," the same freedom he believes they pursued while settling the wilderness.

1. Which of the following statements is a fact rather than an opinion?

   THINK: *Which statement can be proved true?*

   (1) Many robotic probes have gone to Mars.
   (2) A human Mars mission would inspire kids.
   (3) Kids would study science if they thought they might go to Mars.
   (4) Americans will have the opportunity to make a new world order on Mars.
   (5) People on Mars will have many political rights.

2. Which of the following statements is an opinion?

   THINK: *Which statement is a belief that may or may not be true?*

   (1) The purpose of the Mars Society is to explore and settle Mars.
   (2) Mars has the nickname the "Red Planet."
   (3) A human mission to Mars would inspire children to study science.
   (4) Mars is the fourth planet from the sun.
   (5) Dr. Robert Zubrin founded the Mars Society.

SOCIAL STUDIES TEST • Civics and Government

Questions 3 and 4 refer to this excerpt from a campaign brochure.

Vote for Sasha Faust for State Rep!

Sasha Faust is the best qualified candidate for the state house of representatives. She:

- grew up in our state
- went to college and law school at State University
- served on the Northtown School Board
- improved the schools of Northtown
- served on the Northtown town council
- was the best town council representative her district ever had
- works for her family's law firm of Faust and Faust
- has the best professional background for the job

Sasha Faust will work hard for *you* in the State House. Her only interest is in our community's welfare. Vote for Faust on Election Day!

3. Which of the following is a statement of fact?

   (1) Faust has the best professional qualifications for state representative.
   (2) Faust has held two previous elective offices at the town level.
   (3) Faust was responsible for improving the Northtown schools.
   (4) Faust's only motivation for running is the community's benefit.
   (5) Faust was the best town council representative that her district ever had.

4. Which of the following statements is an opinion?

   (1) Faust grew up in the state in which she is running for state office.
   (2) Faust attended college and law school at State University.
   (3) Faust served on the Northtown School Board.
   (4) Faust served on the Northtown town council.
   (5) Faust is the best candidate for the state house seat.

Answers start on page 43.

STRATEGY 8 Draw Conclusions

Drawing conclusions is a skill that is often tested on the GED. When you draw a **conclusion,** you use all of the available facts to come up with a reasonable judgment. Remember, if some of the facts don't fit, then the conclusion is probably wrong.

SAMPLE GED PASSAGE SCIENCE TEST • Life Science

Until the last hundred years or so, most people in the West hosted pinworms, tapeworms, and hookworms in their digestive systems. With improvements in public health and hygiene, such as water and sewage treatment plants, these parasites have largely disappeared in industrialized nations. As a result, health in general has improved and people live longer lives. However, people in industrialized nations have higher incidences of autoimmune diseases such as inflammatory bowel diseases. In these diseases, the body is harmed by the immune system rather than by outside invaders like worms and bacteria.

Scientists have hypothesized that the worms must have performed some useful function for their human hosts, if only just to keep them alive as a place to live. To test this, they fed parasitic worm eggs to six patients suffering from chronic inflammatory bowel disease. The symptoms of five patients disappeared, and those of the sixth were eased. When the worms had passed out of their bodies, the symptoms of chronic inflammatory bowel disease returned. Although the sample was small and the results must be confirmed with controlled experiments, scientists say the results make sense from a biological viewpoint. Busy attacking worms, the immune system did not attack the digestive system.

GED Question

Which of the following conclusions can be drawn from the information in the passage?

(1) Improvements in public health have caused more serious health problems than they have solved.
(2) Chronic inflammatory bowel disease is caused by an invasion of parasitic worms in a human's digestive system.
(3) Parasitic worms harmed their human hosts without performing any beneficial function for them.
(4) In the future, a treatment for chronic inflammatory bowel disease based on parasitic worms may become available.
(5) People with chronic inflammatory bowel disease can ask their doctors to prescribe parasitic worms for their disease.

This question is asking you to come to a conclusion about parasitic worms and the causes and relief of chronic bowel disease. The correct choice must be supported by the facts in the passage.

Choice (1) is contradicted by the fact that better public health has generally increased longevity.
Choice (2) is contradicted by the fact this bowel disease is an autoimmune disease.
Choice (3) is contradicted by the results of the experiment described in the passage.
Choice (4) is a valid conclusion. The experiment resulted in relief for all six patients. If the scientists can reproduce these results, then worms may eventually be used to treat chronic bowel disease.
Choice (5) is wrong because this treatment is not yet widely available.

ANSWER: Choice (4)

TESTWISE ① ② ③ ④ ⑤

Read passages carefully, asking yourself,
What can I reasonably conclude based on this passage?
Do all the facts and evidence support my conclusion?

Apply the Strategy

READING TEST • Informational Article

Question 1 refers to the following advice about buying a used car.

If you are still interested in buying a used car after you inspect it, you should test drive it and have a mechanic check it. Then you should check whether the asking price is reasonable. You can check used car prices in guides such as the *Kelley Blue Book* or by using a used car pricing service.

Begin the negotiation by making an offer that is less than you are willing to pay. You can politely inform the seller about any problems or drawbacks your review of the vehicle has uncovered, and tell the seller how much it will cost to bring the car up to your standard. Then say no more. Allow the seller to make a counteroffer. When he or she does, explain that your offer is fair and as much as you can pay. See what happens. If you must raise your original offer, do so in small amounts, about $100 at a time. When you get to your target price, tell the seller your offer is final and good only for the next 24 hours. If the seller doesn't accept it, then leave. There are plenty of other used cars for sale. However, a seller will usually accept a fair offer rather than lose the sale.

1. What can you conclude from the information in the passage?

   THINK: *What judgment can you make based on the information? What conclusion do the details support?*

   (1) The first price the seller offers is usually the price at which the used car sale is made.
   (2) An inspection, knowledge of the car's value, and a businesslike approach are critical to success in negotiating to buy a used car.
   (3) A buyer has greater success in negotiating the purchase of a used car when he or she tells the seller why the car is desirable.
   (4) The key to successful negotiation is to be willing to meet the seller's original price.
   (5) Once you make an offer on a used car, you should stick to it no matter how the seller responds.

SOCIAL STUDIES TEST • Economics

Questions 2 and 3 refer to the following passage about sweatshops.

Most people think of sweatshops as factories found in the past or in far away places. They would be surprised to learn about modern-day American sweatshops. For instance, one clothing factory in New York City forces workers to stay overtime on the job for no extra pay. Another in Kentucky pays such low wages that full-time workers qualify for government food stamps.

Because of low labor costs, sweatshops can sell clothes made there fairly cheaply. Stores that buy from sweatshops sell these clothes at a big profit. Some storeowners say that their customers will not pay the higher prices that they would have to charge if they sold clothes that came from factories that paid workers decent wages and thus charged more for the clothes.

2. What can you conclude about the wages of U.S. sweatshop workers?

   (1) They are lower than those of most other U.S. workers.
   (2) They are about the same as those of most other U.S. workers.
   (3) They are about the same as those of most U.S. government workers.
   (4) They are higher than those of most other U.S. workers.
   (5) They are higher than those of most storeowners.

3. What can you conclude about how storeowners price the clothes they sell?

   (1) Their prices are set by the government.
   (2) Their prices are set by sweatshop owners.
   (3) Their prices are based only on what they pay for the clothes.
   (4) Their prices are based on what they pay for the clothes and what their customers are willing to spend.
   (5) Their prices are based on what customers will spend for the clothes and on the profits the sweatshop owners make.

Answers start on page 43.

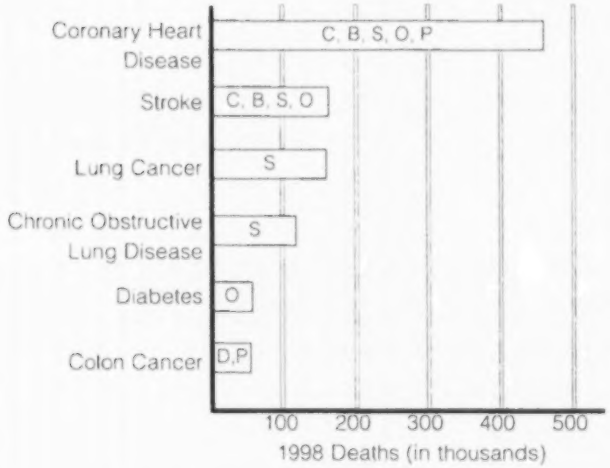
GED Practice 2: Analysis

SCIENCE TEST • Life Science

Questions 1 through 4 refer to this passage and graph about causes of death in the United States.

Six diseases are responsible for almost half of all American deaths each year. The following graph shows the number of Americans who died from each of the diseases in 1998.

Leading Causes of Death in the United States



Risk Factors Key

C = High cholesterol
B = High blood pressure
S = Smoking cigarettes
O = Obesity
P = Physical inactivity
D = Diet lacking in one more nutrients

Source: American Public Health Association

Interestingly, these are all "lifestyle" diseases—diseases caused in great part by risk factors such as diet lacking in one or more nutrients, lack of exercise, obesity, and smoking. Changes in the death rates from these diseases are closely tied to changes in people's habits. For example, years after more women started to smoke, the death rate for lung cancer among women began to rise. Another example is diabetes. In the last 20 years, the death rate from diabetes has increased as more Americans have become overweight.

1. According to the passage, what happened after more women took up smoking?

   (1) The number of women dying of lung cancer rose within a year.
   (2) The number of women dying of lung cancer rose after a number of years.
   (3) Lung cancer became curable.
   (4) The number of people dying of diabetes rose within a year.
   (5) The number of people dying of diabetes rose after a number of years.

2. Which diseases may result in part from lack of exercise?

   (1) coronary heart disease and stroke
   (2) coronary heart disease and diabetes
   (3) coronary heart disease and colon cancer
   (4) stroke and colon cancer
   (5) stroke and diabetes

3. What can you conclude about the relationship between smoking cigarettes and the lifestyle diseases?

   (1) Smoking is a minor risk factor.
   (2) Smoking is a risk factor only for lung cancer.
   (3) Smoking is a risk factor only for chronic obstructive lung disease.
   (4) Smoking is a risk factor only for diseases of the lungs.
   (5) Smoking is associated with more lifestyle diseases than any other risk factor.

4. Based on the information, what is the best advice to give people who wish to avoid getting the six lifestyle diseases?

   (1) Eat a balanced diet.
   (2) Exercise regularly.
   (3) Don't smoke cigarettes.
   (4) Exercise regularly and don't smoke cigarettes.
   (5) Eat a balanced diet, exercise regularly, and don't smoke cigarettes.

Questions 5 through 8 refer to the reign of King James I of England.

One of the first things James I of England (1566–1625) did when he became king was to authorize a new translation of the Bible in 1604. The King James version is still used today. A king with a scholarly bent, James wrote a book called *The True Law of Free Monarchies*. In it he set forth his belief that "kings are called gods because they sit upon God's throne on earth." He believed that as king, he should have absolute power to rule for the benefit of his people. James's belief in the divine right of kings led to many conflicts with Parliament, England's representative body.

One of the conflicts between James and Parliament concerned the Puritans. The Puritans were a group within the Church of England. They wanted to "purify" the church and rid it of its Catholic rituals. They also demanded that local congregations be able to rule themselves rather than be ruled by bishops appointed by the king. The House of Commons, the lower house of Parliament, had several powerful Puritan members, and so it sympathized with their demands. However, James refused to make any changes in the power structure of the Church of England. James's predecessor, Queen Elizabeth I (1533–1603), had tolerated the Puritans, but James began persecuting them. As a result, many left the country.

5. What happened after the Puritans demanded self-rule for their congregations?

   (1) James authorized a new translation of the Bible.
   (2) Members of the House of Commons backed the Puritans.
   (3) James inherited the throne of England.
   (4) Elizabeth I inherited the throne of England.
   (5) The Church of England was established.

6. Which of the following was most likely to have been caused in part by James's persecution of the Puritans?

   (1) the founding of the Massachusetts Bay Colony as a refuge for Puritans
   (2) the publication of the King James Bible
   (3) the death of James I
   (4) Parliament's establishment of the Church of England
   (5) Parliament's requirement that all clergy use the *Book of Common Prayer*

7. Which of the following represents an opinion rather than a fact?

   (1) James authorized a new translation of the Bible.
   (2) James's authority as king came directly from God.
   (3) James and Parliament were often in opposition.
   (4) The Puritans wanted to make changes in the Church of England.
   (5) Several members of the House of Commons were Puritans.

8. Which of the following can be concluded from the information about the reign of James I?

   (1) The King James version of the Bible is the best English translation in existence.
   (2) James was far more tolerant of religious dissent than his predecessor, Queen Elizabeth I.
   (3) By persecuting the Puritans, James was able to drive all of them out of England.
   (4) The Church of England was the official religion of the nation, and as king, James was its head.
   (5) Congregations of the Church of England elected their own religious leaders in the early 1600s.

SCIENCE TEST • Chemistry

Questions 9 through 11 refer to experiments on cooking hamburgers.

Government food safety experts suggest cooking hamburgers thoroughly so that they are well-done, which kills harmful bacteria. But cooking hamburgers at high temperatures produces chemical compounds called amines, which have been linked to cancer in animals.

Scientists at Lawrence Livermore National Laboratory wanted to find a way to cook hamburgers that would kill bacteria but produce fewer amines. They cooked hamburgers at various temperatures and tested the results. What they found was that temperature did not make much difference. Instead, cooking technique seemed to affect the level of amines.

Originally the scientists had not planned to test cooking methods, but through informal conversations in the lab, they discovered that people cook hamburgers differently. Some people turn hamburgers just once as they cook, and some people turn them several times. When they ran the experiment using number of flips as the variable, they found that hamburgers that had been turned every minute had a far lower concentration of amines than those that had been flipped only once. Burgers that were flipped frequently cooked faster, but at a lower temperature, reducing the production of amines but still killing the bacteria. The results of the experiment are summarized in the chart below.

	Hamburger Flipped Once	Hamburger Flipped Every Minute
Cooking Time	8.9 minutes	7.1 minutes
Amines (per gram of hamburger)	5.7 nanograms	0.5 nanograms

9. Why did the scientists at Lawrence Livermore Laboratory decide to experiment with cooking hamburgers?

(1) They wanted to prove that food safety experts were wrong about cooking hamburgers thoroughly to kill bacteria.
(2) They wanted to find out how long a hamburger must cook before amines are produced.
(3) They wanted to test how long it took to kill harmful bacteria and amines while cooking hamburgers.
(4) They wanted to find a way to reduce amine levels in cooked hamburgers while still killing bacteria.
(5) They wanted to find the best way to cook a well-done hamburger and produce the most amines.

10. What did the scientists test first?

(1) amine levels at various cooking temperatures
(2) amine levels using various cooking techniques
(3) amine levels at various cooking times
(4) amine levels with different grades of beef
(5) amine levels of raw hamburger

11. Based on the experiments described in the passage, what can you conclude is the safest way to cook hamburgers?

(1) Cook hamburgers at high temperatures, flipping once.
(2) Cook hamburgers at low temperatures, flipping once.
(3) Cook hamburgers well-done, flipping once.
(4) Cook hamburgers well-done, flipping every minute.
(5) Cook hamburgers for seven minutes, flipping every minute.

READING TEST • Critical Review

Question 12 refers to the following review of *The Sopranos*.

The Sopranos ended its third season on HBO with a dissatisfying finale—lots of talk and almost no action. The program virtually ignored about a dozen plot lines that had arisen in the previous twelve episodes. What happened to the Russians? And where was Gloria Trillo? Will Paulie form an alliance with Johnny Sack? Ending a season with so many unresolved plot points is a device that's overused on television series. It's a device unworthy of *The Sopranos*.

It's interesting to note that the second season also had a weak finale, with a fish talking in Sal Bonpensiero's voice. Only the first season's finale, with Tony and his henchmen getting rid of three enemies and consolidating his power, was at all satisfying. Perhaps the show's talented scriptwriters get writer's block when they have to wrap things up as well as leave a few things open for development in the next season's shows.

12. Which of the following is a fact rather than an opinion of the reviewer's?

(1) *The Sopranos* ended its third season with an unsatisfying final episode.
(2) The second season final episode also was weak.
(3) The first season finale was very satisfying for viewers.
(4) Gloria Trillo did not appear in the third season finale.
(5) Leaving so many unresolved plot points is a technique unworthy of *The Sopranos*.

Answers start on page 44.

SCOREBOOSTER EVALUATION AND STUDY PLAN

Check your answers. Then evaluate your results and make a study plan.

Questions	Strategy	Pages	Number Correct/Total
1, 5, 10	Follow the Sequence of Events	14–15	_____/3
2, 4, 6, 9	Identify Causes and Effects	16–17	_____/4
7, 12	Differentiate Facts from Opinions	18–19	_____/2
3, 8, 11	Draw Conclusions	20–21	_____/3
			Total _____/12

Results:

- ☐ Six or fewer correct • *Need to study more—make a plan.*
- ☐ Seven to nine correct • *Need a quick review.*
- ☐ Ten to twelve correct • *Ready to move on!*

Plan—I need to work more on:

- ☐ Sequence
- ☐ Cause and Effect
- ☐ Fact Versus Opinion
- ☐ Drawing Conclusions

STRATEGY 9 Compare and Contrast

Some questions on the GED tests ask you to compare or contrast two or more things. When you **compare** things, you identify similarities. When you **contrast** them, you identify differences.

SAMPLE GED PASSAGE SOCIAL STUDIES TEST • Geography

The Amazon River in South America and the Nile River in Africa are the two longest rivers in the world. Both run about 4,000 miles from their headwaters to the sea. However, in terms of watershed area, the Amazon is far larger than the Nile. The Amazon drains an area of about 2.3 million square miles, about half of which is in Brazil. In contrast, the Nile drains an area of about 1.3 million square miles, from Burundi in the south to Egypt in the north.

Much of the Amazon watershed is a large tropical plain with heavy rainfall. During the rainy season, between January and June, the river rises by as much as 50 feet and overflows into the jungle so that it is over 30 miles wide in places. In contrast, the annual flooding of the Nile has been stopped; its flooding is now controlled by the Aswan High Dam.

GED Question 1

What do the Amazon and Nile Rivers have in common?

(1) Both have watersheds located in a single country.
(2) Both have annual floods.
(3) Both are about 4,000 miles long.
(4) Both are located in South America.
(5) Both flow through a large tropical plain with heavy rainfall.

This question is asking you to compare the Amazon and the Nile.

THINK: *How are the Amazon and Nile Rivers alike? What characteristic do they share?*

The Amazon and the Nile are both _____.

The Amazon and the Nile are both *about 4,000 miles long from their headwaters to the sea.*

ANSWER: Choice (3)

GED Question 2

How does the Amazon River differ from the Nile River?

(1) The Amazon has excellent flood control, and the Nile does not.
(2) The Amazon flows from headwaters to the sea, and the Nile does not.
(3) The Amazon is dammed and the Nile is not.
(4) The Amazon is much longer than the Nile.
(5) The Amazon floods but the Nile does not.

The question is asking you to contrast the Amazon and Nile Rivers, to identify a difference.

Choice (1) contradicts the information in the passage.
Choice (2) is wrong; both rivers flow from headwaters to the sea.
Choice (3) contradicts the information in the passage.
Choice (4) is wrong; both rivers are about the same length.
Choice (5) is a difference between the two rivers.

ANSWER: Choice (5)

TESTWISE ① ② ③ ④ ⑤

Read passages carefully, asking yourself,
How do these things compare? How are they alike?
How do they contrast? How are they different?

Apply the Strategy

SCIENCE TEST • Life Science

Questions 1 and 2 below refer to a portion of a safety manual for diving coaches.

. . . In conclusion, diving injuries, especially head and neck injuries, must be treated immediately with appropriate medical care.

Follow-up on Student Injuries. If a minor student goes home with any injury incurred during diving practice or competition, you must contact the student's parent/legal guardian as soon as possible thereafter to check on the student's condition. If the injured student is an adult, you must contact the student himself or herself. After contacting the minor student's parent or the adult student, you must file a written report that includes the date and time of the call, the person you spoke with, and a summary of the conversation. In the event contact was not made, the report should summarize your efforts to make contact.

1. What do the procedures for following up on injured minor and adult students have in common?

   THINK: *How are the procedures alike?*

   (1) All injured students must be contacted by letter.
   (2) All injured students must be contacted within a week.
   (3) All student injuries must be discussed with a parent or legal guardian.
   (4) A report summarizing the follow-up effort must be filed.
   (5) An instructor must ask his or her supervisor to follow up on injured students.

2. How do the procedures for following up a minor student's injuries differ from those for an adult?

   THINK: *How are procedures different for a minor?*

   (1) The instructor must speak to the student directly rather than to a parent or guardian.
   (2) The instructor must speak to a parent or guardian rather than to the student.
   (3) The instructor must follow up sooner in the case of a minor student.
   (4) The instructor must file a more detailed follow-up report for a minor student.
   (5) The instructor must follow up only on serious injuries in the case of a minor student.

READING TEST • Critical Review

Questions 3 and 4 refer to a critical piece on two reality television shows.

U.S. broadcast TV got into reality television with CBS's *Survivor*. Set in the Australian outback, a group of American nonactors had to deal with finding food, building shelter, and coping with one another—all on camera. Cut off from the outside world, the cast voted one member off the show each week, until only one, winner Richard Hatch, was left. People all over the United States got emotionally involved with the cast. Even people who didn't watch the show could name some of the contestants. *Survivor* proved that people under stress are fascinating to watch.

In contrast, CBS's reality show *Big Brother* was far less popular. In this show, a group of ten ordinary people were shut up in a small house, cut off from the outside world. Everything they said and did was recorded on camera. Most critics panned the show as boring, and its ratings were modest compared to those of *Survivor*. *Big Brother* may not have been a hit because of the contestants' personalities, and the show was boring because the situation the cast was placed in was less challenging than surviving in the wild.

3. What did the reality shows *Survivor* and *Big Brother* have in common?

   (1) Both involved groups in the wilderness.
   (2) Both involved groups of housemates.
   (3) Both were produced by CBS.
   (4) Both were extremely popular.
   (5) Both had actors as contestants.

4. How did *Survivor* and *Big Brother* differ?

   (1) *Survivor* was a huge hit, and *Big Brother* was not.
   (2) *Survivor* used nonactors, and *Big Brother* used actors.
   (3) *Survivor* involved housemates, and *Big Brother* did not.
   (4) *Survivor* contestants were on camera, and *Big Brother* contestants were not.
   (5) Conflict was rare on the *Survivor* show but common on *Big Brother*.

Answers start on page 44.

STRATEGY 10 Synthesize Information

One of the skills you will need on the GED is **synthesizing,** or putting together, information from more than one source. When you combine information, you develop a new understanding of it.

SAMPLE GED PASSAGE READING TEST • Informational Article

The most common way to propagate houseplants is by cutting off a stem and rooting it. Many plants, including bromeliads, coleus, and succulents, can be grown this way. A second method is leaf cutting, used for kalanchoe and African violets. A third method is by planting the runners or baby plants sent out by plants such as spider plants. A fourth technique is air layering, in which a woody stem is cut and wrapped with moss and plastic; new roots grow at the cut. Air layering can be used with dracaena and jade plants. A fifth method is root division, in which clumps of a plant like Boston fern or English ivy are repotted individually. Finally, some houseplants, like kalanchoe, can be grown from seeds.

GED Question 1

Any plant that can be propagated by stem cutting can also be propagated by air layering. Given this information and the information in the passage, which plant can be started by air layering?

(1) African violet
(2) kalanchoe
(3) spider plant
(4) Boston fern
(5) coleus

This question gives you additional information about air layering and stem cutting. Plants that can be propagated by stem cutting can also be propagated by air layering. To answer the question you must choose among the plants that can be started by stem cutting.

THINK: *Which plants can be started by stem cutting?*

The passage indicates that _____ can be propagated by stem cutting.

The passage indicates that *bromeliads, coleus, and succulents* can be propagated by stem cutting.

ANSWER: Choice (5)

GED Question 2

Kalanchoe can be grown from seed, although under household conditions, only with difficulty. Based on the passage, what is a better way to grow kalanchoe?

(1) stem cutting
(2) leaf cutting
(3) air layering
(4) planting runners
(5) root division

This question gives you more information about the difficulty of growing kalanchoe from seed.

THINK: *What is another method of starting kalanchoe?*

The reading indicates that kalanchoe can be propagated by _____.

The reading indicates that kalanchoe can be propagated *by leaf cutting.*

ANSWER: Choice (2)

TESTWISE ① ② ③ ④ ⑤

Read passages and questions carefully, asking yourself,
What does the passage tell me? Which facts are related to one another?
How does any additional information relate to the passage?

Apply the Strategy

SCIENCE TEST • Physics

Question 1 below is based on this passage about using radar to prevent runway accidents.

As airports have become more congested, the number of runway collisions has increased, causing 63 deaths worldwide during the 1990s. A study predicts that 700 to 800 people will die in runway accidents in the next twenty years in the United States alone unless safety methods are improved. To help solve this problem, the Federal Aviation Administration developed Airport Surface Detection Equipment, Version 3 (ASDE-3), now being used at the nation's 34 busiest airports. ASDE-3 is a ground-based radar system that detects vehicles on the runway, calculates their path, and sends this information to the air traffic controller's radar screen. The controller then must radio instructions to the vehicle and the pilot.

Critics of ASDE-3 say that the system is too slow because it relies on human controllers to interpret what they see and then take action. During that time, an accident can occur. Furthermore, they argue, radar systems often have trouble distinguishing among the objects on the ground. The system was tested at Dallas–Fort Worth Airport by having a Boeing 757 approach a runway as a vehicle drove onto it. Out of 47 test runs, ASDE-3 worked 36 times.

1. The National Aeronautic and Space Administration took another approach to the runway problem, designing the Runway Incursion Prevention System (RIPS), an airplane-based radar system that provides the pilot with a color map on the control panel, a visual display on the windshield, and an auditory warning. In the Dallas–Fort Worth test, RIPS worked 42 out of 47 times.

   To prevent as many runway accidents as possible, what action should be taken?

   THINK: *Is one of the radar systems described much better than the other, or do both work?*

   (1) Install the ASDE-3 in all airports.
   (2) Install the RIPS in airplanes.
   (3) Install the ASDE-3 in airports and the RIPS in airplanes.
   (4) Install the ASDE-3 only in very busy airports.
   (5) Go back to the drawing board and develop an entirely new system.

SOCIAL STUDIES TEST • Geography

Questions 2 and 3 refer to the following information about Central Asia.

Central Asia is a region of deserts, grasslands, and mountains far from the ocean. The mountains of Central Asia block humid air from the sea from reaching the interior. As a result, the region has a very dry climate. Many rivers run down mountainsides and across the grasslands, only to evaporate in the deserts. However, there are three large lakes, the Caspian Sea, the Aral Sea, and Lake Balkhash.

The amount of land that can produce crops is limited because of the climate. However, irrigation systems that draw water from the lakes and rivers into the grasslands and semi-desert areas have increased the amount of land under cultivation. As a result, Central Asia grows much wheat, barley, and corn.

2. Central Asia is a major exporter of wheat. Based on this fact and the passage, how effective has irrigation been there?

   (1) very effective, since there is enough wheat to export
   (2) somewhat effective, since several grain crops are grown
   (3) effective, since the amount of farmland has increased
   (4) somewhat ineffective, since the grasslands are used as farmland
   (5) very ineffective, since the climate is very dry

3. In one part of Central Asia, so much irrigation water has been drawn from the rivers feeding the Aral Sea that it is drying up, ruining the fishing and shipping industries. Furthermore, the salt and chemical residues from the old sea bottom now blow for miles, poisoning the land and water supplies.

   Which phrase best describes the impact of irrigation in different regions of Central Asia?

   (1) successful in all regions of Central Asia
   (2) successful in the Aral Sea region
   (3) successful in some regions and a failure in others
   (4) a failure in the Aral Sea region
   (5) a failure in all regions of Central Asia

Answers start on page 44.

STRATEGY 11 Evaluate the Adequacy or Appropriateness of Information

Some GED questions will ask you to **evaluate** whether a passage provides **evidence** to support a **conclusion**. To do this, you must assess whether the details given prove a conclusion to be true.

SAMPLE GED PASSAGE SCIENCE TEST • Earth and Space Science

In December 1999, two unusually fierce storms hit Western Europe within a few days. Heavy rains and gales caused widespread damage. Thousands of trees were uprooted, many electrical wires were blown down, and 88 people died. Yet the day before each storm, the forecast was for rainstorms—nothing unusual.

Weather forecasts are usually fairly accurate up to two days out. So how did European meteorologists miss the severity of these storms? First, the storms, like most of Western Europe's weather, came off the Atlantic Ocean, where little weather data is collected. So their computer models, which are dependent on complete data, have a greater chance of failure. Second, the storms traveled across the Atlantic in only one day, giving less than the normal two days for meteorologists to analyze information and make predictions.

GED Question 1

Which of the following statements is supported by the information in the passage?

(1) Storms that form over the Atlantic always have gale force winds and heavy rains.
(2) A more accurate forecast would have prevented all deaths and property damage.
(3) In regions where weather comes off an ocean, forecasting is less accurate.
(4) Modern forecasting techniques ensure that two-day forecasts are always accurate.
(5) European meteorologists have learned how to forecast weather more accurately.

This passage explains why two severe storms were not accurately forecast.

THINK: *What details help explain why the forecasts failed? What conclusions do these details support?*

There are details about _____ that support the conclusion that _____.

There are details about *collecting ocean weather data* that support the conclusion that *forecasting weather coming off an ocean is sometimes inaccurate.*

ANSWER: Choice (3)

GED Question 2

Which detail supports the conclusion that even with large amounts of weather data, the forecast might not have been accurate?

(1) the speed of the storms
(2) the fact that the storms hit France hard
(3) the use of computer modeling
(4) the extensive damage to the electric grid
(5) the uprooted trees

The passage explains two factors leading to an inaccurate forecast. One is repeated in the question.

THINK: *What was the other factor?*

The other factor was the *unusual speed of the storms.*

ANSWER: Choice (1)

TESTWISE ① ② ③ ④ ⑤

Read passages carefully, asking yourself, *Even if a conclusion sounds true, is there enough evidence in the passage to support it? Do all of the details in the passage support this conclusion?*

Apply the Strategy

Social Studies Test • World History

Questions 1 and 2 refer to Germany after World War I and the rise of Adolf Hitler.

After its defeat in World War I, Germany faced many problems. The war reparations it had to pay the Allies caused runaway inflation in the 1920s and increased the impact of the Great Depression in the 1930s. Political extremists on both the right and the left created social unrest. Against this backdrop, Austrian Adolf Hitler and the Nazi Party rose to power.

In 1921, when Hitler became head of the Nazi Party, it had about 6,000 members. By 1923, membership had grown to 50,000. After Hitler was released from prison for his role in an attempted 1923 revolution, he broadened the appeal of the party, promising benefits to workers and to the middle class. By 1932, the Nazi Party had become the largest political party in Germany, and in 1933, Hitler became the head of the German government.

1. Which of the following conclusions is supported by the information in the passage?

   Think: *What do the main idea and details of the passage lead you to believe would be true?*

   (1) The Great Depression had little effect on Germany because of runaway inflation.
   (2) The war reparations that Germany had to pay were too severe a punishment for the damage caused in World War I.
   (3) The economic and political chaos of post–World War I Germany contributed to Hitler's rise to power.
   (4) Hitler's role in the 1923 uprising made him extremely unpopular among the German people.
   (5) Hitler weakened the Nazi Party by broadening its appeal to workers and the middle class.

2. Which detail supports the conclusion that Hitler had leadership abilities?

   Think: *Which detail best demonstrates Hitler's success?*

   (1) He was born in Austria.
   (2) He promised benefits to workers.
   (3) He greatly increased party membership.
   (4) He attempted a revolt in 1923.
   (5) He spent time in prison.

Reading Test • Informational Material

Questions 3 and 4 refer to a selection from a business education textbook.

A proprietorship is a firm owned and operated by a single person. He or she can make all decisions and is responsible for all the company's debts. About 70 percent of all U.S. firms are proprietorships. Because these companies are small, they produce only about 6 percent of the United States' total output.

A partnership is a business with two or more owners who share decision-making authority (in a way they arrange between themselves). Each partner is liable for business debts. About 10 percent of U.S. firms are partnerships, and they account for about 4 percent of U.S. output.

A corporation is a business owned by one or more people called stockholders. In contrast to owners of a proprietorship or a partnership, stockholders are not liable for the debts incurred by the corporation. The corporation, as a separate legal entity, is responsible for its debts. In addition, stockholders usually do not participate in the management of the firm. Corporations make up only about 20 percent of U.S. businesses but they account for about 90 percent of output.

3. Which of the following conclusions is supported by the details in the passage?

   (1) The annual output of proprietorships exceeds the output of corporations.
   (2) The annual output of partnerships exceeds that of proprietorships.
   (3) The stockholders of a corporation must manage its day-to-day operations.
   (4) The chief advantage of a proprietorship is access to the investments of stockholders.
   (5) A business owner who wants to limit personal liability should form a corporation.

4. Which detail supports the conclusion that freedom is a chief benefit of proprietorships?

   (1) A proprietor is liable for all the firm's debts.
   (2) A proprietor can make all the decisions.
   (3) About 70 percent of firms are proprietorships.
   (4) Proprietorships produce 6 percent of output.
   (5) Proprietorships are small companies.

Answers start on page 44.

STRATEGY 12 Determine the Role of Values and Beliefs

To answer some questions on the GED tests, you need to recognize that people's and nations' values and beliefs influence their decisions and actions. For example, a nation's shared values are reflected in its body of laws. Values influence politicians, scientists, writers—all of us. When people's values differ, conflicts may arise.

SAMPLE GED PASSAGE Social Studies Test • Government and Civics

In Pennsylvania and parts of the Midwest, the Amish live apart from mainstream U.S. culture. A Protestant group, the Amish have a conservative agricultural way of life. They raise their children to "learn by doing," not in school but by working on the family farm.

In 1972, the state of Wisconsin sought to keep the children of an Amish family in school until age 16. The state argued that its laws regarding compulsory education until age 16 should apply to all Wisconsin children. The Amish family argued that a high school education would make their children unfit to carry on the Amish tradition. Agreeing with the family, the U.S. Supreme Court ruled that the Amish right to free exercise of their religion superseded the state's right to enforce compulsory education laws.

GED Question 1

What value underlay Wisconsin's case against the Amish family?

(1) a concern for individual privacy
(2) the sanctity of human life
(3) religious conservatism
(4) the right of free speech
(5) equal access to education for all children

The passage describes a clash of values between a state and a religious family.

Think: *What law was the state trying to enforce?*

The passage describes the state's effort to enforce *compulsory education* laws.

Answer: Choice (5)

GED Question 2

Why did the Amish oppose sending their children to high school?

(1) They thought that the subjects taught in high school were too difficult.
(2) They wanted their children to "learn by doing" in the Amish religious tradition.
(3) They did not want their children going to school in distant communities.
(4) They did not want to get involved in disputes with local school officials.
(5) They wanted to send their children to work in factories and offices.

The passage describes the Amish way of educating their children.

Think: *How do the Amish prefer that their children learn?*

The passage indicates that the Amish wanted their children to _____.

The passage indicates that the Amish wanted their children to *"learn by doing" on the family farm.*

Answer: Choice (2)

TESTWISE ① ② ③ ④ ⑤

Read passages carefully, asking yourself, *What values and beliefs influence decisions and motivate actions?*

Apply the Strategy

SCIENCE TEST • Life Science

Questions 1 and 2 refer to America's yearly battle with forest fires.

Summer and autumn in the American West are fire season. Wildfires, most set by lightning strikes, spread through the forested areas of western states, sometimes threatening houses and towns. Thousands of fire fighters from all over the country travel to the West each year to battle blazes under the direction of the National Interagency Fire Center.

In 2000, 8.4 million acres of forest burned. In 2001, that figure was much lower, in part because fewer fires had been set and in part because the Fire Center received $1.4 billion from Congress. The Fire Center was able to hire an additional 5,200 fire fighters. Critics say the federal government is spending too much on fire fighting, indirectly encouraging people to live in fire zones. In addition, they claim, a decades-long policy of putting out all fires has allowed a build-up of brush and other fuel in the nation's forest ecosystems. When forests do catch fire, the resulting blaze is much bigger than it would have been if fire had been more widely used in the past as an ecological tool, selectively burning brush.

1. According to critics of the federal government's fire fighting policies, what values does the government place above the ecological value of allowing some fires to burn?

   THINK: *According to critics, what does the government protect when it puts out wildfires?*

   (1) property rights
   (2) the right of assembly
   (3) water resources
   (4) endangered species
   (5) economic freedom

2. Which of the following is likely to be valued by critics of the government's firefighting policy?

   THINK: *What is a critic of forest firefighting likely to think important?*

   (1) more federal spending on firefighting
   (2) commercial development of the forests
   (3) the wilderness environment
   (4) vacation homes built in forested areas
   (5) the right of local government to fight wildfires

READING TEST • Critical Review

Questions 3 and 4 refer to the following review.

Amistad, directed by Steven Spielberg, is a dramatization of a historical event: the legal battle over the fate of 53 Africans who massacred the crew of a slave ship and were captured in American waters. Once in the United States, the Africans must prove they are to be regarded not as property (slaves) but as free men from Africa who were stolen into slavery. They do prevail in a Connecticut court. However, at the request of pro-slavery President Martin Van Buren, who is running for reelection, the case goes to the Supreme Court. Former President John Quincy Adams (Anthony Hopkins) and the African revolt leader, Cinque (Djimon Hounsou) work together to prepare their case. Adams' powerful argument for freedom helps set the Africans free.

Never getting bogged down in legal issues, Spielberg keeps the movie focused on the shared humanity of the characters. This is film making at its best, helping us appreciate our nation's long struggle to define liberty and justice for all.

3. According to this movie review, which of the following did President Martin Van Buren value most highly?

   (1) equality
   (2) freedom
   (3) the rights of enslaved peoples
   (4) his political future
   (5) his right to bear arms

4. Based on the information in this review, with which of the following statements would director Steve Spielberg probably agree?

   (1) When slavery was legal, it was a morally acceptable institution.
   (2) The technicalities of the law are more important than justice.
   (3) The owners of the slave ship had a right to the African slaves they had bought in Africa.
   (4) One of the main things all people have in common is a desire to be free.
   (5) Property rights of slaveowners take precedence over Africans' right to freedom.

Answers start on page 45.

GED Practice 3: Synthesis and Evaluation

Science Test • Earth and Space Science

Questions 1 through 3 refer to the following information about near-Earth asteroids.

On November 3, 2000, NASA and the International Astronomical Union made a dramatic announcement: There was a 1 in 500 chance that a tiny asteroid—about 100 to 200 feet wide—would strike Earth on September 21, 2030. The asteroid, identified as 2000 SG344, would create a blast many times as powerful as that of the bomb dropped on Hiroshima. As consternation grew worldwide, astronomers refigured their orbit calculations. By nightfall they announced that 2000 SG344 would miss Earth by 3 million miles.

Asteroid 2000 SG344 may miss Earth, but someday another asteroid may collide with our planet. To learn more about asteroids, Congress funded NASA's low-budget Near Earth Asteroid Rendezvous (NEAR) Mission. For the mission, scientists chose 433 Eros, a potato-shaped asteroid about twice the size of Manhattan, which has come as close as 14 million miles. In 2000, the NEAR-Shoemaker probe went into orbit around 433 Eros. After a year of transmitting photos and other data, NEAR-Shoemaker actually landed on Eros. NEAR-Shoemaker was the first probe to orbit and land on an asteroid.

Missions such as these provide data, but equally important, they provide practice in approaching asteroids. Someday that may prove critical. According to scientists, if we foresee an asteroid collision, we will have two choices: Push the asteroid off course, or blow it up. If there is plenty of time, say hundreds or thousands of years, a small rocket could nudge the asteroid into another orbit that would bypass Earth. If there is little time—50 years or less—blowing it up would probably be the better option. Of course, breaking an asteroid into several large chunks might not solve the collision problem. The explosion would have to break it into gravel-sized bits that could burn up as they pass through Earth's atmosphere.

1. What do asteroids 2000 SG344 and 433 Eros have in common?

   (1) Both are only a few hundred feet wide.
   (2) Both have passed within 3 million miles of Earth.
   (3) Both have orbits that take them near Earth.
   (4) Both are expected to collide with Earth.
   (5) Both have been visited by a NASA probe.

2. After it landed astronauts on the moon in 1969, NASA has had increasing difficulty getting federal funds for all of its missions, including the Near Earth Asteroid Rendezvous Mission. What is the most probable reason for this?

   (1) Congress does not believe that an asteroid will ever collide with Earth.
   (2) Once we landed on the moon, it was not scientifically necessary to explore space any more.
   (3) It is not possible to travel beyond the moon when exploring asteroids and the solar system.
   (4) Space exploration is not considered as important politically as other spending programs are.
   (5) Congress is opposed to all research in outer space.

3. Which of the following provides evidence that it may be possible to prevent an asteroid from colliding with Earth?

   (1) Asteroids such as 2000 SG344 have orbits that bring them close to Earth.
   (2) Asteroids are relatively small, from a few hundred feet to a few hundred miles wide.
   (3) Astronomers decided that 2000 SG344 was going to miss the Earth after all.
   (4) The NEAR-Shoemaker probe was able to land on the surface of Eros.
   (5) Eros has passed as close as 14 million miles from Earth.

Questions 4 and 5 refer to the following paragraph and maps.

The United States and Canada make up most of the continent of North America. The United States is divided into political units called states, and Canada is divided into provinces. The two nations share some physical features, including long coastlines and many lakes. The following maps show the main political divisions and physical features of the two nations.

Political Divisions

Physical Features

4. What is one of the main differences between the physical features of the United States and those of Canada?

   (1) The United States has access to the Great Lakes, and Canada does not.
   (2) The United States borders the Arctic Ocean, and Canada does not.
   (3) The United States has a long mountain range in the east, and Canada does not.
   (4) The United States has a long coastline and Canada does not.
   (5) The Yukon River runs through the United States but does not run through Canada.

5. Which of the following Canadian provinces is mountainous?

   (1) Quebec
   (2) Ontario
   (3) Manitoba
   (4) the Northwest Territories
   (5) British Columbia

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Questions 6 through 9 refer to the following paragraph and chart.

The Articles of Confederation were ratified in 1781. They provided for cooperation among the states during the Revolutionary War, but under them, the states kept most of their power. The U.S. Constitution, ratified in 1788, attempted to solve problems that had arisen as a result of certain provisions of the Articles. A comparison between the Articles and the Constitution is shown in the chart.

A Comparison of the Articles of Confederation and the U.S. Constitution

Item	Articles of Confederation	U.S. Constitution
Taxes	Congress could not levy taxes.	Congress can levy taxes.
Money	States could issue their own money.	States are prohibited from issuing their own money.
Interstate commerce	States could restrict interstate commerce.	States cannot restrict commerce except with consent of Congress.
Court system	There was no national court system.	The U.S. Supreme Court was established and Congress was given the power to create a federal court system.

6. What did the Articles of Confederation and the U.S. Constitution have in common?

   (1) Both provided for a strong central government.
   (2) Both provided for a national legislative body.
   (3) Both were ratified in 1781.
   (4) Both allowed the states to print their own currency.
   (5) Both provided for a system of national courts.

7. The provisions of the Articles of Confederation reflected that the states valued which of the following?

   (1) individual freedom
   (2) freedom of the press
   (3) civil liberties for all citizens
   (4) equality before the law for all citizens
   (5) economic independence of each state

8. Which of the following is evidence that the states were extremely concerned about keeping their power in 1781?

   (1) States agreed that the Supreme Court was the highest national court.
   (2) States could not issue their own paper money and coins.
   (3) States could restrict commerce only with the consent of Congress.
   (4) Only the states, and not the national government, could levy taxes.
   (5) The states agreed to cooperate during the Revolutionary War.

9. Between 1781 and 1788 the nation underwent a shift in its political values. What was this shift?

   (1) from cooperation to opposition
   (2) from liberal to conservative
   (3) from states' sovereignty to sovereignty of the national government
   (4) from dictatorship to democracy
   (5) from monarchy to representative government

READING TEST • Informational Article

Question 10 refers to the following passage on a method for drying herbs.

You can dry your own herbs, such as basil, mint, mustard, rosemary, and thyme, for later use in cooking and baking. The best conditions for drying herbs are temperatures above 85 degrees and humidity below 60 percent. Tie the stalks of a bunch of herbs together as if you are making a skimpy bouquet. Then place each bunch upside down in a paper bag that has holes punched in it. The paper bag protects the herbs from light, and the holes allow air to circulate. Once the herbs have dried completely, crumble them and store them in air-tight, covered glass jars. Glass jars help keep the taste and aroma intense.

10. Light tends to break down the leaves and flowers of herbs. Given this information and the information in the passage, where is the best place to store dried herbs?

    (1) in upside-down bunches
    (2) in paper bags in a dark cupboard
    (3) in glass jars on the kitchen counter
    (4) in glass jars in a dark cupboard
    (5) in tightly closed resealable plastic bags

Answers start on page 45.

SCOREBOOSTER EVALUATION AND STUDY PLAN

Check your answers. Then evaluate your results and make a study plan.

Questions	Strategy	Pages	Number Correct/Total
1, 4, 6	Compare and Contrast	26–27	_____/3
5, 10	Synthesize Information	28–29	_____/2
3, 8	Evaluate the Adequacy or Appropriateness of Information	30–31	_____/2
2, 7, 9	Determine the Role of Values or Beliefs	32–33	_____/3
			Total _____/10

Results:

- ☐ Five or fewer correct • *Need to study more—make a plan.*
- ☐ Six to eight correct • *Need a quick review.*
- ☐ Nine or ten correct • *Ready to move on!*

Plan—I need to work more on:

- ☐ Comparing and Contrasting
- ☐ Synthesizing Information
- ☐ Evaluating the Adequacy or Appropriateness of Information
- ☐ Determining the Role of Values or Beliefs

Practice GED Test

SCIENCE TEST • Life Science

Questions 1 through 3 refer to the following passage about asthma.

Asthma is a chronic disease in which the lungs become inflamed and bronchial passages become constricted. When the inflammation becomes severe, the patient has an asthma attack and is unable to breathe. Often a trip to the emergency room is required for treatment. Asthma attacks can be caused by the following triggers: allergies to airborne particles like dust and mold; colds, flu, and other respiratory infections; and exercise. For unknown reasons, the incidence of asthma is on the rise. In fact, asthma accounts for more children's hospitalizations each year than any other disease.

People who have asthma symptoms more than twice a week need two basic types of medication. The first type helps prevent inflammation and therefore helps prevent asthma attacks. This medication may be in the form of inhaled steroids or other drugs, steroid pills, or other drugs in pill form. Inhaled drugs are usually preferred to pills, because they work directly on the lungs, and a smaller dose is needed. A drawback of the inhaled steroids is that heavy use may slow children's growth.

The second type of medication treats the symptoms of an asthma attack. These inhaled drugs, called bronchodilators, relax the muscles that squeeze airways shut, temporarily making breathing easier. Although they ease symptoms, they do not reduce the underlying inflammation. Thus a person using bronchodilators may think he or she is getting better when in fact the inflammation may be worsening.

In addition to drug treatments, patients with asthma can use a peak flow meter, a device that measures how much air a person can exhale. The less the patient can exhale, the more inflammation there is. Peak flow meters indicate when inflammation is occurring even before symptoms appear, so patients can adjust their medication.

1. Which of the following is implied by the information in the passage?

   (1) Patients who use peak flow meters do not need asthma medication.
   (2) Bronchodilators can be used to reduce lung inflammation in patients with asthma.
   (3) Asthma in children is usually a less severe condition than asthma in adults.
   (4) Although chronic asthma can be difficult to deal with, it is not a life-threatening disease.
   (5) Keeping homes free of dust and other allergens may reduce the number of asthma attacks.

2. What is the main difference between inhaled steroids and bronchodilators?

   (1) Inhaled steroids are breathed in and bronchodilators are not.
   (2) Inhaled steroids are used during asthma attacks, and bronchodilators are not.
   (3) Inhaled steroids have no side effects, and bronchodilators have side effects.
   (4) Inhaled steroids reduce inflammation and bronchodilators relax muscles to ease breathing.
   (5) Inhaled steroids are used by children, and bronchodilators are used by adults.

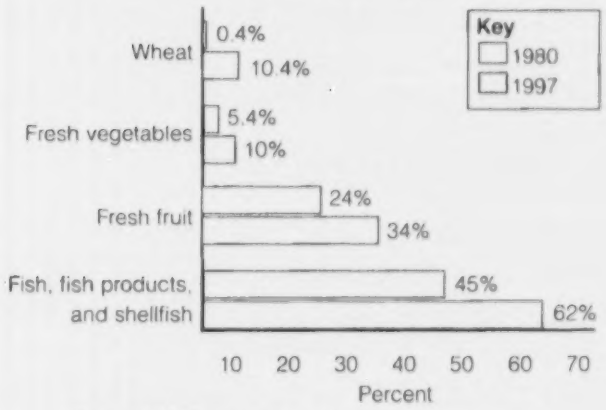
3. Using a bronchodilator during an asthma attack and thinking that the underlying problem has been solved is most similar to which of the following situations?

   (1) taking a pain reliever for a toothache and thinking that the toothache has been cured
   (2) taking an antibiotic to cure a bacterial infection and thinking that the infection will be cured
   (3) putting a splint on a broken finger and thinking that the finger will eventually heal
   (4) taking your temperature when you are ill and thinking that you are not ill if the temperature is above normal
   (5) putting sunscreen on your skin and thinking that a small cancerous growth on your skin will heal

Questions 4 through 7 refer to the following passage and graph about imported food.

Reading the labels on supermarket shelves and displays is like taking a virtual trip around the world. Nectarines from Chile, apples from New Zealand, and shellfish from China are just a few of the items you're likely to find. Increased foreign trade and consumer demand for variety have helped globalize the American food supply. Since 1980, Americans' consumption of imported foods has risen considerably, as shown in the graph below.

U.S. Consumption of Imported Food



Source: U.S. Department of Agriculture

The U.S. Food and Drug Administration (FDA), charged with keeping the American food supply safe, has expanded its operations. A growing number of FDA employees are now working with international standards-setting organizations, multinational health and trade organizations, and government and private agencies worldwide. Their mission is to ensure that American food is safe to eat regardless of where it was grown, processed, or packaged. This is not an easy task, since U.S. standards and rules often differ from those in other nations.

4. Consumption of which type of imported food approximately doubled from 1980 to 1997?

   (1) wheat
   (2) fresh vegetables
   (3) fresh fruits
   (4) shellfish
   (5) fish and fish products

5. According to the passage, why did the FDA get involved with international food-related agencies and private organizations?

   (1) It needed to increase the international flow of food so U.S. consumers would have a variety of food to choose from.
   (2) It needed to make selling imported food in the U.S. easier for foreign producers.
   (3) It needed to work with organizations in other nations to ensure that imported food would meet U.S. safety standards.
   (4) It needed to improve the U.S. balance of trade, decreasing U.S. food imports.
   (5) It needed to ensure that imported foods would be competitively priced in U.S. supermarkets.

6. The globalization of the food supply indicates that American consumers value which of the following most highly?

   (1) food grown organically
   (2) food from local food producers
   (3) a wide choice of food, available all year
   (4) mechanically harvested produce
   (5) seasonal produce

7. Which of the following conclusions can be drawn from the information in the graph and passage?

   (1) Americans are likely to continue consuming imported food in the future.
   (2) The market for imported vegetables is more profitable than that for imported fruit.
   (3) As food imports have grown, U.S. production of food has declined.
   (4) Eventually the U.S. food supply will be entirely imported.
   (5) U.S. food producers will reverse the trend to imported food.

Questions 8 through 10 refer to the following passage on immigrants arriving in New York City.

Around 1900, New York City was the major port of entry for immigrants. Arriving by steamship in New York Harbor, millions of Europeans felt wonder and relief at the sight of the Statue of Liberty. The impression of that dignified welcome was often overshadowed by the later experience of being processed for entry at Ellis Island. People who were likely to become a public charge, those suffering from a "loathsome" or contagious disease, convicts, the mentally retarded, and the mentally ill all were rejected at Ellis Island and sent back home, often being separated from their families. Descendants of the immigrants who passed inspection on Ellis Island now look back on their ancestors as folk heroes who had the determination to overcome obstacles and succeed in becoming Americans. At the time, however, these same immigrants were regarded with fear and distaste by many native-born Americans. It was thought that they were inferior and strange, with cultural backgrounds that would undermine American values.

Today New York City is still a major port of entry for immigrants; just as in 1900, about 37 percent of the city's population is foreign-born. However, today's immigrants are more likely to arrive by plane at John F. Kennedy International Airport. They are no longer mainly European; instead immigrants come primarily from the Caribbean, Asia, and South America.

8. What is the main idea of the passage?

   (1) The Statue of Liberty symbolized the values of the United States to immigrants entering New York Harbor.
   (2) Most immigrants entering New York City around 1900 were of European descent.
   (3) While the Statue of Liberty welcomed new immigrants, they were sometimes rejected by inspectors at Ellis Island.
   (4) New York City has been a major point of entry for immigrants for more than a hundred years.
   (5) Today's immigrants usually arrive by plane at New York City's John F. Kennedy Airport.

9. Which of the following is an opinion about immigrants rather than a fact?

   (1) Immigrants arriving in New York City by steamship saw the Statue of Liberty.
   (2) The Europeans who arrived in the United States at the turn of the century were brave and heroic.
   (3) Some would-be immigrants to the United States had contagious diseases.
   (4) At Ellis Island, family members were sometimes separated when one member passed the health inspection and another did not.
   (5) Most immigrants today come from the Caribbean nations, Asia, and South America.

10. Which of the following details provides evidence for the conclusion that New York City has a history of diversity?

   (1) Immigrants arriving in New York were processed at Ellis Island.
   (2) Around 1900, most immigrants arriving in New York were of European descent.
   (3) Most of today's immigrants do not come from Europe.
   (4) Most of today's immigrants arrive in New York by plane.
   (5) In 1900 as well as today, more than one- third of New Yorkers were foreign-born.

READING TEST • Business and Community Documents

Questions 11 and 12 refer to the following emergency procedures from the staff manual of a swim club.

In the event of a serious but not life-threatening accident (broken bones, conscious choking), the responding lifeguard should:

1. Clear the pool.
2. Have the second lifeguard call 911 to report the accident and to ask for assistance.
3. Have the second lifeguard notify the reception desk that emergency vehicles will be responding.
4. Administer any necessary first aid.
5. Monitor victim until emergency personnel arrive.
6. Complete an accident report.
7. Return to duty when able.

11. What should the lifeguard do right after turning the accident victim over to emergency personnel?

(1) Clear the pool.
(2) Call 911.
(3) Call the reception desk.
(4) Monitor the victim's condition.
(5) Fill out an accident report.

12. The swim club has another first-aid manual which explains that people who have suffered neck or back injuries should be moved as little as possible until stabilized on a backboard.

Based on this information, how would you adjust the procedure to deal with a diving accident?

(1) Remove the victim from the pool before checking injuries.
(2) Ask the victim to climb on a backboard.
(3) Stabilize the victim on a backboard before starting first aid in the water.
(4) Drain the water from the pool.
(5) Ask bystanders for help.

Answers start on page 45.

PRACTICE GED TEST EVALUATION AND STUDY PLAN

Check your answers. Fill in the results in the chart and make a study plan.

Questions	Strategy	Pages	Number Correct/Total
1, 3, 4, 8	Comprehension and Application Skills	2–9	_____/4
5, 7, 9, 11	Analysis Skills	14–21	_____/4
2, 6, 10, 12	Synthesis and Evaluation Skills	26–33	_____/4
			Total _____/12

Results:

☐ Six or fewer correct • *Need to study more—make a plan.*
☐ Seven to nine correct • *Need a quick review.*
☐ Ten to twelve correct • *Thinking skills have been mastered!*

Plan—I need to work more on:

☐ Comprehension and Application
☐ Analysis
☐ Synthesis and Evaluation

Answers and Explanations

STRATEGY 1 UNDERSTAND MAIN IDEAS AND SUPPORTING DETAILS, page 3

1. **(4) Frederick Douglass used the knowledge and skills he had acquired to free others.** The author's main point, implied in the last paragraph, is that Frederick Douglass used his learning to teach others and help free other slaves. Choices (1), (2), (3) and (5) are details from the passage, but not the main idea.
2. **(2) He learned to read.** Learning to read was clearly the turning point of Douglass's life. It gave him both the determination and the ability to work to end slavery.
3. **(2) Supercomputer May Unlock the Past** This title covers the main idea of the passage, which is that a new British supercomputer can analyze huge amounts of data about the universe, increasing our understanding of how the universe formed billions of years ago.
4. **(3) It makes billions of calculations based on information about stars, galaxies, and other matter.** According to the passage, the supercomputer can make 10 billion calculations per second using data about the universe.

STRATEGY 2 RESTATE AND SUMMARIZE IDEAS, page 5

1. **(2) a computer connected to the Internet** According to the second sentence of the first paragraph, a student must use a computer linked to the Internet to take an online course.
2. **(1) Online courses allow students to do coursework at any time and from almost any location.** This statement summarizes the main ideas from the passage. The other statements are either secondary details or not mentioned at all.
3. **(3) Many tropical fish are caught by cyanide fishing, which destroys coral reefs; to discourage this practice, pet-store fish caught without poison will be labeled for consumers.** A good summary of this passage covers two main points: (a) how cyanide fishing is used to catch tropical fish and (b) what is being done to discourage cyanide fishing and maintain the health of coral reefs.

STRATEGY 3 IDENTIFY IMPLICATIONS AND MAKE INFERENCES, page 7

1. **(3) Companies can closely monitor the locations and driving habits of their drivers.** According to the passage, GPS equipment allows dispatchers to locate the company's trucks, even when they are stolen. In addition, safety systems can record tailgating behavior for the company to review. Thus trucking companies can keep close tabs on their vehicles and their drivers.
2. **(1) New truck technology gives trucking companies more control over their business.** The high-tech systems described in the passage can provide information about routes, locations, time, and so on—information that is the basis for business decisions. They also help protect the company's inventory of trucks by reducing the chance of accidents.
3. **(4) More people die than are born in Italy and/or more people leave than enter Italy.** Italy's negative growth rate suggests that deaths exceed births and emigrants (people leaving) exceed immigrants (people entering).
4. **(1) The natural growth rate of the United States is similar to that of most European nations.** The passage states that immigration accounts for much of the overall population growth in the United States. Therefore, if increase due to immigration were factored out, the U.S. natural growth rate would be similar to the low natural growth rates of many European nations.

STRATEGY 4 APPLY IDEAS TO NEW SITUATIONS, page 9

1. **(5) The Tobacco Institute** According to the passage, an economic interest group is a group that puts its economic interests at the top of its agenda. Of the choices listed, only The Tobacco Institute fits this description. This interest group works on behalf of tobacco companies. The other choices are all public interest groups.
2. **(4) Physicians for Social Responsibility** According to the passage, a public interest group acts in the interests of the society. Of all the choices, only Physicians for Social Responsibility fits this description. The other choices are all economic special interest groups.
3. **(4) Jimmy Medeiros, a healthy man whose wife is undergoing chemotherapy for cancer** The second paragraph warns employees about switching coverage if they or members of their families have a serious medical condition for which they are being treated or if they or their family members are in the third trimester of pregnancy. Of all the choices listed, only Medeiros fits this description. His wife has a serious medical condition, cancer, for which she is being treated. He has to pay attention to the restrictions in the second paragraph in order to keep his wife's condition covered.

GED PRACTICE 1 COMPREHENSION AND APPLICATION, pages 10–13

1. **(5) Human-Powered Electronics** (Comprehension—Main Idea) A title should reflect the topic of a passage without being too specific or too general. The passage focuses on human-powered electronics, so this is the best choice.
2. **(3) shake it, moving it up and down or back and forth in the direction of its length** (Comprehension—Restatement) If you examine the diagram, you will see the word "Shake" with arrows pointing to each end of the flashlight. This indicates the direction of shaking—up and down or back and forth along its length. None of the other choices would move the magnet through the coil, as described in the passage.

3. **(5) during a power failure** (Application) Human-powered items like the flashlight described in the passage and hand-cranked radios are very useful when there is no other source of electricity, as when the power goes out. Although it's possible to use human-powered electronics in the other situations listed, none of them is a better choice than during a power failure.
4. **(4) Financial indicators regarding income, property values, and education revenues are provided for each school district in the state.** (Comprehension—Summary) This statement covers the main points of the report excerpt, so it is the best summary. The remaining choices focus on details from the report.
5. **(5) revenues for education from local, state, and federal programs** (Comprehension—Supporting Detail) According to the report excerpt, this is the total amount spent in a school district. The other choices represent other types of numeric information.
6. **(2) The financial resources of the state's school districts vary.** (Comprehension—Implication) Since the report provides financial resource information for each school district individually, this implies that the financial resources differ from district to district.
7. **(4) The main segments of the computer market are information services, personal computers, and servers.** (Comprehension—Main Idea) This statement provides the main points of the paragraph, so it is a good summary. Choices (1), (2), and (3) are details, and choice (5) contains information about IBM that is found in the chart, not the paragraph.
8. **(1) IBM offers a variety of quality services and products to the computer market.** (Comprehension—Inference) IBM's success in various segments of the market suggests it offers different products and services for different needs. The remaining choices cannot be inferred from the limited information in the chart about IBM.
9. **(3) Dell** (Application) According to the chart, Dell is the number one company in the personal computer market, so anyone buying a computer is likely to consider a Dell product.
10. **(3) Many Americans research their family histories on the Internet and by checking historical records in places their ancestors may have lived.** (Comprehension— Summary) This statement covers the main points of the passage. The remaining choices are too specific to be the main idea.

Strategy 5 Follow the Sequence of Events, page 15

1. **(3) place zinc in a reacting bottle** According to the passage, this is the first step. To answer this correctly, you must pay attention to the tenses in the first sentence of the second paragraph. Although pouring acid down the thistle tube is the first thing mentioned, the sentence indicates that zinc has already been placed in the reacting bottle.
2. **(5) Gas bubbles up.** This is stated in the second sentence of the second paragraph. The other choices either do not occur at all or occur later in the reaction.
3. **(4) place a collecting jar over the delivery tube** Once air has been expelled from the system, hydrogen gas is given off. Thus it's necessary to place a collecting jar over the delivery tube in order to trap the hydrogen.
4. **(3) She raised menu prices.** The first paragraph discusses events of 1996. It states that Martins raised prices in advance of the new minimum wage taking effect, because she anticipated higher payroll costs.
5. **(4) She kept wages and prices at their current level.** The second paragraph deals with events in the year 2000 ("Four years later..."). It states that Martins raised neither prices nor wages because she was already paying above the minimum-wage rate.

Strategy 6 Identify Causes and Effects, page 17

1. **(4) Iraq was defeated during Operation Desert Storm.** According to the passage, the U.N. embargo (choice 2) had no effect on Iraq's aggression against Kuwait, but military action caused Iraq to pull its troops out.
2. **(1) Bush lost the 1992 presidential election.** According to the passage, Bush lost the 1992 election because of several domestic problems, most of them economic.
3. **(2) The daimyo's families were hostages in Edo.** By keeping the daimyo's families close to him in Edo, Tokugawa made them political pawns. If a daimyo did something against Tokugawa's wishes, his family would suffer. This served to keep the daimyo in line.
4. **(3) economic growth** According to the passage, the peace and unity Japan enjoyed under the Tokugawa shogunate helped the Japanese expand their trading so it became national rather than local in scale.

Strategy 7 Differentiate Facts from Opinions, page 19

1. **(1) Many robotic probes have gone to Mars.** Of all the statements listed, this is the only one that can be proved.
2. **(3) A human mission to Mars would inspire children to study science.** According to the passage, this is Dr. Zubrin's opinion. The remaining choices are facts.
3. **(2) Faust has held two previous elective offices at the town level.** According to the campaign brochure, Faust served on the school board and as town council representative, so this is a fact.
4. **(5) Faust is the best candidate for the state house seat.** This is an opinion; Faust may or may not be the best candidate. The remaining choices are all facts.

Strategy 8 Draw Conclusions, page 21

1. **(2) An inspection, knowledge of the car's value, and a businesslike approach are critical to success in negotiating to buy a used car.** This conclusion stems from the advice in the passage, and it is supported by all the details. The remaining choices are all contradicted by details from the passage.
2. **(1) They are lower than those of most other U.S. workers.** The passage indicates through the two examples that sweatshop workers make low, sometimes very low, wages. Therefore, it is reasonable to

conclude that the wages of U.S. sweatshop workers are lower than those of most other U.S. workers.

3. **(4) Their prices are based on what they pay for the clothes and what their customers are willing to spend.** This conclusion is based on the information in the second paragraph, which indicates that storeowners price clothes based both on what they pay for the clothes and on what they think customers will pay.

GED Practice 2 Analysis, pages 22–25

1. **(2) The number of women dying of lung cancer rose after a number of years.** (Analysis—Sequence) According to the passage, years after women took up smoking in increasing numbers, their lung cancer death rate rose.
2. **(3) coronary heart disease and colon cancer** (Analysis—Cause and Effect) The graph shows risk factors for each of the six diseases. According to the key, the letter P represents "physical inactivity," or lack of exercise. It appears on two bars—those for coronary heart disease and colon cancer.
3. **(5) Smoking is associated with more lifestyle diseases than any other risk factor.** (Analysis—Draw Conclusions) According to the graph and passage, smoking is a risk factor for coronary heart disease, stroke, lung cancer, and chronic obstructive lung disease—four out of the six diseases. The other risk factors are implicated in fewer diseases.
4. **(5) Eat a balanced diet, exercise regularly, and don't smoke cigarettes.** (Analysis—Cause and Effect) The risk factors listed on the graph fall into three broad categories: diet-related (high cholesterol, high blood pressure, obesity, poor diet); smoking; and physical activity. Therefore positive action must be taken on all three fronts to help prevent the six lifestyle diseases.
5. **(2) Members of the House of Commons backed the Puritans.** (Analysis—Sequence) According to the passage, the Puritans' demand for self-rule of congregations led to a conflict between James I and the House of Commons, which had powerful Puritan members. All the other choices occurred before this conflict.
6. **(1) the founding of the Massachusetts Bay Colony as a refuge for Puritans** (Analysis—Cause and Effect) Because of the persecution James inflicted on the Puritans, many of them left England, and some of them settled in the New World.
7. **(2) James's authority as king came directly from God.** (Analysis—Fact and Opinion) This was James's belief about the source of his power. The remaining choices are all facts.
8. **(4) The Church of England was the official religion of the nation, and as king, James was its head.** (Analysis—Draw Conclusions) You can conclude this from facts in the passage: The church was run by bishops and archbishops, and James had the power to appoint them. In addition, a religious conflict was a matter for Parliament to address.
9. **(4) They wanted to find a way to reduce amine levels in cooked hamburgers while still killing bacteria.** (Analysis—Cause and Effect) According to the passage, the scientists were motivated by the desire to eliminate or reduce two hazards of eating hamburger—bacteria and amines.
10. **(1) amine levels at various cooking temperatures** (Analysis—Sequence) According to the passage, this was the first variable tested. Choice (2) is incorrect because it was the second variable tested. The remaining choices were not variables in the experiment.
11. **(4) Cook hamburgers well-done, flipping every minute.** (Analysis—Draw Conclusions) According to the chart, flipping every minute reduces amine levels significantly. Cooking them until they are well-done follows the original food safety guidelines for killing bacteria. Choice (5) is incorrect because you cannot specify a particular time to achieve a well-done hamburger if you don't know the amount of heat and the size of the patty.
12. **(4) Gloria Trillo did not appear in the third season finale.** (Analysis—Fact and Opinion) This fact is implied in the first paragraph. The remaining choices are all opinions of the reviewer.

Strategy 9 Compare and Contrast, page 27

1. **(4) A report summarizing the follow-up effort must be filed.** Regardless of the age of the student, the instructor must file a report on his or her follow-up efforts.
2. **(2) The instructor must speak to a parent or guardian rather than to the student.** The instructor must speak with the person legally responsible; in the case of a minor student, this is a parent or legal guardian.
3. **(3) Both were produced by CBS.** This passage discusses two reality TV shows, both of which were produced by CBS.
4. **(1) *Survivor* was a huge hit, and *Big Brother* was not.** This is the major point of the review, which highlights the differences between the two shows.

Strategy 10 Synthesize Information, page 29

1. **(3) Install the ASDE-3 in airports and the RIPS in airplanes.** Since the two radar systems take different approaches to the same problem, and one may work in a situation in which the other doesn't, it makes sense to install both systems for maximum safety.
2. **(1) very effective, since there is enough wheat to export** The fact that Central Asia is able to export wheat indicates they are growing more than enough for the region. Therefore the irrigation system must be effective.
3. **(3) successful in some regions and a failure in others** Although irrigation has benefited much of Central Asia, allowing the cultivation of grains, in the Aral Sea region it has been an ecological disaster.

Strategy 11 Evaluate the Adequacy or Appropriateness of Information, page 31

1. **(3) The economic and political chaos of post–World War I Germany contributed to Hitler's rise to power.** According to the passage, runaway inflation, the Great Depression, and political extremism provided an opportunity for Hitler to expand and consolidate his power.

2. **(3) He greatly increased party membership.** The sharp increase in party membership in the two years after Hitler first took over is an indication of his leadership abilities.
3. **(5) A business owner who wants to limit personal liability should form a corporation.** This conclusion is supported by the fact that the corporation is the only form of ownership in which the owners' liability is limited to their personal stake in the business.
4. **(2) A proprietor can make all the decisions.** Since a proprietor is answerable to no one else, he or she has the freedom to make all business-related decisions.

STRATEGY 12 DETERMINE THE ROLE OF VALUES AND BELIEFS, page 33

1. **(1) property rights** According to the second paragraph of the passage, some people criticize the government's policy of putting out fires because it encourages people to build houses and live in fire zones. This implies that the government values private property more than it does ecological principles.
2. **(3) the wilderness environment** Critics of firefighting policy are interested in the environment and reestablishing a sound ecological approach to firefighting.
3. **(4) his political future** The review states that Van Buren's actions were motivated by his desire to win the next election.
4. **(4) One of the main things all people have in common is a desire to be free.** This is implied by the action of the film, in which whites and blacks work together in the cause of freedom and in the final paragraph of the review, which discusses the shared humanity of the characters.

GED PRACTICE 3 SYNTHESIS AND EVALUATION, pages 34–37

1. **(3) Both have orbits that take them near Earth.** (Synthesis—Compare) The smaller asteroid will approach within 3 million miles, and the larger one has approached within 14 million miles. Both orbits are relatively close to Earth.
2. **(4) Space exploration is not considered as important politically as other spending programs are.** (Evaluation—Values and Beliefs) Funding decisions are usually based more on politics than on scientific need.
3. **(4) The NEAR-Shoemaker probe was able to land on the surface of Eros.** (Evaluation—Adequacy of Information) This proves that we can approach and land on an asteroid, which may become necessary if one ever has to be nudged off course or blown up.
4. **(3) The United States has a long mountain range in the east, and Canada does not.** (Synthesis—Contrast) The map to the right shows that the Appalachian Mountains, in the eastern United States, do not extend into Canada.
5. **(5) British Columbia** (Synthesis—Synthesize Information) The physical features map shows that the mountains are all in the far west. The political map indicates that of all the choices, only British Columbia is in the far west of Canada.
6. **(2) Both provided for a national legislative body.** (Synthesis—Compare) The chart indicates that Congress existed under both plans of government.
7. **(5) economic independence of each state** (Evaluation—Values and Beliefs) Three of the provisions of the Articles of Confederation kept economic powers for the states: the power to levy taxes, issue their own money, and restrict interstate commerce.
8. **(4) Only the states, and not the national government, could levy taxes.** (Evaluation—Adequacy of Information) Since governments must have taxes to pay for everything they wish to do, that meant that the Congress could not raise money for the national government. Clearly the states did not wish to give up their powers to a central government in 1781.
9. **(3) from states' sovereignty to sovereignty of the national government** (Evaluation—Values and Beliefs) In all cases of comparison between the Articles (1781) and the Constitution (1788), the powers of the national government were strengthened and the powers of the states were weakened.
10. **(4) in glass jars in a dark cupboard** (Synthesis—Synthesize Information) The passage indicates that herbs should be stored in glass jars, and the question indicates that they should be stored away from light. Therefore they should be stored in jars in a dark place.

PRACTICE GED TEST, pages 38–41

1. **(5) Keeping homes free of dust and other allergens may reduce the number of asthma attacks.** (Comprehension—Implication) Since allergens often trigger asthma attacks, it follows that reducing the amount of allergens in the environment would help asthma patients stay symptom-free.
2. **(4) Inhaled steroids reduce inflammation and bronchodilators relax muscles to ease breathing.** (Synthesis—Contrast) The differences in purpose of each drug are discussed in the second and third paragraphs of the passage.
3. **(1) taking a pain reliever for a toothache and thinking that the toothache has been cured** (Application) In both situations, the symptoms have been treated, but the underlying cause of the symptoms has not. Choice (2) is incorrect because antibiotics do cure infections. Choice (3) is incorrect because the splint does help the finger heal properly. Choice (4) is incorrect because an above-normal temperature indicates illness. Choice (5) is incorrect because sunscreen is a preventive measure, not a treatment.
4. **(2) fresh vegetables** (Comprehension—Restatement) The bar graph indicates that the consumption of imported fresh vegetables increased from 5.4% in 1980 to 10 percent in 1997. This is almost double.
5. **(3) It needed to work with organizations in other nations to ensure that imported food would meet U.S. safety standards.** (Analysis—Cause and Effect) Since the FDA is responsible for food safety, it must work with international food-related groups to ensure that imported foods are safe.

6. **(3) a wide choice of food, available all year** (Evaluation—Values and Beliefs) American consumers value variety and choice, and they get these when foods are imported. For example, importing apples from New Zealand means that apples are available during seasons in which they are not harvested in the U.S.
7. **(1) Americans are likely to continue consuming imported food in the future.** (Analysis—Draw Conclusions) All of the food categories listed in the graph show increased consumption of imported foods over a period of 17 years, and with increased FDA cooperation with foreign food-related organizations, it is likely that food imports will continue to be part of the American diet.
8. **(4) New York City has been a major point of entry for immigrants for more than a hundred years.** (Comprehension—Implication) This statement covers the main idea of the passage, which compares immigrants of 1900 arriving in New York with those who arrive today. The remaining choices are all details from the passage.
9. **(2) The Europeans who arrived in the United States at the turn of the century were brave and heroic.** (Analysis—Fact and Opinion) This is the opinion of some descendants of European immigrants, who consider their ancestors to be folk heroes. The remaining choices are facts, not opinions.
10. **(5) In 1900 as well as today, more than one-third of New Yorkers were foreign-born.** (Evaluation—Adequacy of Information) The high proportion of foreign-born people in New York has contributed to the city's heritage of cultural diversity. Although the other choices are all true, they are facts that do not support the conclusion.
11. **(5) Fill out an accident report.** (Analysis—Sequence) According to the procedures, this is the next step. The other steps take place before emergency personnel arrive.
12. **(3) Stabilize the victim on a backboard before starting first aid in the water.** (Synthesis—Synthesize Information) Neck or back injuries are a possibility with any diving accident. Therefore, as the paragraph above the question suggests, the person should be moved as little as possible until they are stabilized on a backboard. Then, other first aid can be administered. Choice (1) is the opposite of what should happen. Choice (2) is incorrect because you would have the victim move as little as possible. The other choices don't improve the original procedure.

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